

# INSPECTION REPORT

## **ASQUITH PRIMARY SCHOOL**

Morley, Leeds

LEA area: Leeds

Unique reference number: 132795

Headteacher: Mrs G Austerfield

Lead inspector: Mrs L J Traves

Dates of inspection: 28<sup>th</sup> - 30<sup>th</sup> June 2004

Inspection number: 255381

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	62
School address:	Horsfall Street Morley Leeds
Postcode:	LS27 9QY
Telephone number:	0113 307 5550
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Brian Taylor
Date of previous inspection:	None

## CHARACTERISTICS OF THE SCHOOL

Asquith Primary School is a new school situated in the Morley area of Leeds. It was built under Private Finance Initiative (PFI) funding arrangements, in response to increased expansion and housing development in the area. It opened in September 2002, in the face of some opposition from the community, with 7 pupils in the nursery and 5 in the reception class. The nursery works in partnership with a local Early Years Development Centre to offer day care as well as part-time educational provision. All staff have been newly appointed to the school and some have joined very recently. The school serves a very mixed area of longer established local authority and private housing and recently built executive style homes. Children come from a very wide range of social and economic circumstances. There are now 39 pupils on roll in reception and Year 1, with 46 part-time pupils in the nursery and a further 16 full-time nursery children who are registered with the centre. An average number of pupils (20 per cent) have free school meals. There are 5 pupils with special educational needs, representing a range of physical and learning difficulties; one pupil has special funding arrangements. The majority of pupils are white and speak English as their first language. One child speaks English as an additional language. There are a small number of children from the traveller community on roll. When they enter school, children's attainments are wide ranging but the majority have skills that are as expected for their age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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13723	Mrs J Overend	Lay inspector	
33022	Mr J McCann	Team inspector	Mathematics Art and design Geography History Music Religious education English as an additional language Special educational needs

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

### OVERALL EVALUATION

**Asquith is an effective new school.** It is developing rapidly under the excellent leadership of the headteacher and already has many very good and some excellent features. Pupils achieve well because of good teaching and the wealth of opportunities on offer to them. Their personal development is particularly strong. The accommodation is of the highest quality and a tremendous asset to learning. The school is managed very well and currently provides good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher is driving the school forward; there is excellent potential for future development;
- Excellent relationships and high quality teamwork at all levels have ensured a very firm foundation;
- The school's commitment to pupils' personal development is reflected in their very good behaviour, their keenness to learn and their excellent manners;
- The very rich range of learning experiences on offer, coupled with good teaching, ensures all children achieve well;
- The school provides a very supportive learning environment and a high standard of care for its pupils and, as a result, they flourish;
- Provision for information and communication technology (ICT) could be improved, in line with the school's thorough action plan.

The school has not been inspected before and it is not possible, therefore, to judge improvement. However, it has laid a very firm foundation for future development and there are very strong systems in place to maintain its high standards as pupils move through and numbers increase. A significant achievement since the school opened with 11 pupils is that the number of parents choosing the school has increased tremendously and it is now oversubscribed.

### **STANDARDS ACHIEVED**

There is no table of standards shown as no pupils have yet taken statutory tests and assessments.

**Pupils achieve well.** Most start in the nursery with abilities and skills typical for their age, although in the current class there are a small, but significant, number who have weaker communication skills. Pupils get off to a really good start in the Foundation Stage (nursery and reception classes) and are on course to reach the goals they should in all areas of learning by the time they enter Year 1, with a good proportion set to exceed these. The school places a very high emphasis on pupils' personal, social and emotional development and, as a result, the vast majority of reception pupils have already exceeded the goals set for them in this area. Similarly, their speaking and listening skills are particularly strong because of the emphasis placed on language development in both classes. The nine Year 1 pupils have all made good progress in relation to their widely differing abilities. They are on course to reach standards which are at least average by the end of Year 2 in reading, writing, mathematics and science; a good proportion are likely to do better than this. In ICT, pupils build steadily on their skills but



greater opportunities could be provided for them to use these in other subjects. In all other subjects, achievement is at least as expected and better than this in music and aspects of art. Those with special educational needs and English as an additional language achieve well because of the good support they are given.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very strong.** Their behaviour is very good and they really enjoy learning. They show excellent manners, both with adults and with each other. The attendance of the vast majority of pupils is very good. However, a very small number of children are taken out of school for extended periods of time by their parents, which weakens their learning.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. Teaching is good overall** and there are examples of very good teaching in all classes. All staff have high expectations of their pupils and form excellent relationships with them. As a result, pupils try very hard and learn effectively. Support staff have a strong impact on the learning of all pupils, including those with special educational needs. There are also some very good features in the curriculum. A very rich range of learning experiences is provided for pupils and they have many opportunities to explore and find things out for themselves in a practical way. This makes learning exciting and challenging.

Very good care is taken of all pupils. Staff know them very well and have their best interests firmly at heart. The school has forged a very good partnership with parents and has good links with the community, other local schools and child care providers.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher's excellent leadership is the driving force behind the school's success. She is very well supported by all staff and those with particular roles and responsibilities carry these out very effectively. Governance is good. Governors have a very clear idea of what they want for the school and work closely with the headteacher and staff to ensure their aims are achieved.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils have a very high opinion of the school. Parents are very confident in the leadership and management and in the teaching. They are pleased that the school is friendly and approachable. Pupils are enthusiastic about the school and say there is nothing they would change about it. They trust the adults who work with them and know that they are valued.

## **IMPROVEMENTS NEEDED**

The school has got off to a very strong start and has very clear plans in place for future development. It has identified, and the inspection team agrees, that the most important area for improvement is:

- To develop provision in ICT, in line with the current action plan.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve well overall. The majority of reception class pupils are on course to meet the expected standards in all areas of learning and a significant number to exceed these. Pupils in Year 1 are on course to reach at least average standards by the end of Year 2.

#### **Main strengths and weaknesses**

- Children get off to a strong start in the Foundation Stage;
- Children in the Foundation Stage achieve particularly well in their personal, social and emotional development and in speaking and listening;
- Year 1 pupils build well on their early skills, particularly in English, mathematics and science; they achieve well in music and in aspects of art and design;
- Achievement in ICT, whilst satisfactory, could be improved.

#### **Commentary**

1. There is no table to show standards achieved in national tests as no children within the school are old enough to be tested.
2. When pupils enter the nursery their skills and abilities in all areas are very wide ranging. For most, their attainments are about as expected for their age and a small number have skills that are better than usually seen. In the current nursery class, there is a significant minority of pupils who had weaker language skills than usual on entry. The vast majority of pupils achieve well, whatever their abilities. Those with special educational needs and English as an additional language do well in relation to their abilities because their needs are effectively met. This is because of the high quality support they receive and the very careful implementation of any specifically designed work programmes. The small numbers of traveller children achieve well when they are in school, but long absences disrupt their learning and, despite the school's best efforts to help them catch up, they sometimes lag behind the others.
3. In the Foundation Stage, the high emphasis given to pupils' personal, social and emotional development from the earliest days really pays off. Pupils are already exceeding the goals expected for children of this age in this area of learning. Staff provide excellent examples for children to follow and weave opportunities for personal development through every aspect of children's work and play. This underpins learning very well. Similarly, the strong emphasis on developing speaking and listening skills ensures that children exceed the goals set and has a great impact on learning in all other areas. Children achieve well in all other areas because of the wealth of opportunities provided for them and as a result of teaching, which is never less than good. By the end of the reception year, the vast majority of pupils will have reached the standards expected of them and a significant number will have exceeded these. They have a firm foundation in the early skills of literacy and numeracy on which to build in Year 1.

4. The current nine Year 1 pupils are achieving well overall. Four of the children started in reception when the school opened two years ago and three have joined since the beginning of Year 1. Despite the small number, they represent the full ability range and almost half are summer born. This has presented a challenge in meeting their very individual needs, which the school has overcome well. Consistently strong teaching from the headteacher for most

of the year, a rich curriculum which is constantly being evaluated and developed and good assessment procedures have ensured a good deal for these pupils. They have made particularly strong progress in English, mathematics and science and all are likely to reach at least average standards in the Year 2 national tests next year. If the rate of progress is maintained, several pupils are likely to do better and reach the higher level (Level 3). Achievement in ICT is steady and children have the appropriate skills for their age. However, the school has recognised the need to develop the subject further and provide greater opportunities for pupils to practise their skills and use ICT more frequently in other subjects. In other subjects, pupils are achieving at least satisfactorily. In music and the observational drawing aspect of art and design they are achieving well.

5. Pupils with special educational needs and those with English as an additional language achieve well because their needs are effectively met.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are very good. The provision for pupils' spiritual, moral, social and cultural development is very good. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Relationships are excellent;
- Children are very happy and secure at school;
- Pupils' spiritual, moral, social and cultural development are very actively promoted;
- The very positive ethos ensures very good attitudes and behaviour;
- Attendance is very good.

### **Commentary**

6. Pupils report that they enjoy school, get on well with their teachers and like both the work and play. There is nothing about the school they really want to change. One Year 1 boy said, 'The teachers respect us and we respect them.' They very obviously feel valued and have high levels of self-esteem. Their attitudes to work are very good, with even the youngest children getting quickly absorbed into their activities. The very purposeful atmosphere created helps them learn very effectively. Children show very good collaborative skills; they work and play together very well. They are also diligent and persevere, which contributes strongly to their learning.
7. Pupils' behaviour throughout the school is very good and they clearly demonstrate that they know what is expected of them. This is seen at lunchtimes, when pupils eat their lunch quietly after saying 'grace' and a calm, happy social atmosphere is maintained. They display excellent manners, almost always saying 'please' and 'thank you' and 'excuse me' without prompting, both to adults and to other children. Pupils were very keen to explain their good manners to the inspectors and are delighted with the rewards they receive for their efforts in working hard and behaving well. Pupils are strongly encouraged to develop a sense of responsibility for themselves and for others, from the nursery upwards. They get their own snack and do jobs around school, such as giving out the milk and taking messages to the office. Staff set excellent examples for the behaviour and relationships they expect from the children, who rise to the challenge successfully.

8. The school promotes spiritual development very well. Assemblies are very well planned and linked with other learning, for example about keeping safe and healthy. They provide pupils with valuable time for reflection on their lives, feelings and values. Many other positive experiences are planned to enable children to experience awe and wonder at the world

around them. For example, during a recent visit to Harewood House planning included time to visit the bird garden to marvel at the flamingoes and penguins. The school works very hard to show the children they are valued and to raise their self-esteem through praise for achievements. They love to receive stickers, stamps and the headteacher's award and taking part in the weekly achievement assemblies.

9. Pupils' understanding of right and wrong is very good and this is promoted throughout the day by all staff through discussion and through careful reinforcement of the school rules. Staff are also very accomplished at helping the children handle any conflict that arises and in encouraging them to make the right choices. Very good opportunities are provided for pupils' social development; they are given many different social settings in which to work and play together. Pupils are also given plenty of opportunities to develop as independent learners through being given choices. In reception, for example, children can choose which 'missions' for the lesson to accept and which language to answer the register in.
10. Opportunities for pupils to learn about their own culture are very good. These include events such as singing old time music hall songs at Morley music festival and taking part in the 'Morley in Bloom' contest, which help the children learn in practical ways about their local heritage. Children are well prepared for life in a diverse society. The school makes good use of parents as a resource to teach children about other cultures and faiths. This has included celebrating festivals of the faiths represented by children in the school.

### **Attendance**

11. There is no attendance table shown because for the latest reportable school year there were no pupils of statutory school age. For the vast majority of children, attendance and punctuality are very good. The school has good procedures in place to encourage this through the regular awards that can be achieved. The small number of traveller children are absent from school for extended periods. The school works very well with the Traveller Education Service to alleviate the impact of this and when they are in the area, the children attend very well and their education is well supported.

### **EXCLUSIONS**

There were no exclusions in the last school year.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching is good overall and a very good range of learning experiences is provided.

### **Teaching and learning**

Teaching and learning are good, overall. A significant amount of very good teaching was observed. In the Foundation Stage, teaching was never less than good.

### **Main strengths and weaknesses**

- Relationships are excellent and underpin learning very well;

- Staff have high expectations of behaviour and attitudes to learning;
- Planning is very thorough and caters effectively for the needs of all pupils;
- Teachers make learning interesting and practical;
- Support staff have a strong impact on learning;
- Very occasionally, children spend too long on an activity or listen to explanations that are over complex.



## Commentary

### Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	7	3	0	0	0

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

12. Teaching is good and there were examples of very good teaching seen in all classes. All adults have high expectations of the children and they rise to this challenge. For example, they show good understanding of the need to listen carefully to their teachers, wait their turn before they speak and settle down to work and play quickly without fuss. As a result, little learning time is lost and pupils work with very good levels of concentration for their age and co-operate well with each other. Reception and Year 1 children show very good levels of concentration during the shared parts of the literacy sessions, for example. Staff have a very clear idea of what they want children to achieve and a very good understanding of their various needs and abilities, demonstrated in the high quality planning and thorough records of progress kept. As a result, the work planned challenges children appropriately and any barriers to learning are quickly identified and overcome. In the Foundation Stage, staff achieve a very good balance between activities that the children choose themselves and those directed by adults. As a result, pupils investigate and explore for themselves but their learning is shaped and directed very effectively by adults to ensure they progress. Activities planned are exciting and practical.
13. Throughout the school, relationships between staff and pupils are excellent and this supports their learning particularly well. Pupils want to work hard to please the adults who work with them and, as a result, they remain focused and behave very well. The emphasis on practical, enjoyable activities which effectively meet individual needs has a strong impact on learning in the Year 1 class.
14. In the vast majority of lessons, explanations to pupils are very clear and are often supported by well chosen resources that catch pupils' interest. Lessons are fun because they often take the form of a game and pupils are entranced as the most mundane tasks are brought alive for them. In Year 1, children were challenged to the limit by an activity in which they rearranged 'silly sentences' so that they made sense, by rearranging themselves physically with their individual word cards. Very occasionally, explanations are a little rushed or over complicated and children become confused. However, because of their confidence as learners, pupils do not hesitate to tell teachers they do not understand and, as a result, such situations are quickly rectified.
15. Teachers make particularly good use of questions to assess what children already know and understand, build on this and challenge them further. For example, in a very good numeracy lesson in the Year 1 class, the headteacher directed appropriate question very skilfully to encourage individual children to explain their strategies for working out their subtraction problems. Pupils were given time to think about their answers and all their responses were valued. This is a feature of many lessons throughout the school. As a result, confidence and self-esteem are high, pupils have no

fear of expressing their ideas and their motivation increases. In nursery, all staff keep up a dialogue with the pupils, drawing out what they already know and encouraging them to build on this through using talk to reason things out.

16. Support staff play a very effective part in the learning of all pupils. All assistants are very skilled in their roles. They have a thorough understanding of what they are trying to achieve through the joint planning they undertake. As a result, children are able to work in small, supported groups with staff who focus specifically on their needs. This proves particularly beneficial to those with special educational needs, who make good and often very good progress because of the sensitive support they receive.
17. On a very few occasions, pupils spend a little too long working without direct adult intervention and do not quite complete their tasks as expected. However, staff are quick to recognise this and adapt future learning.
18. Assessment is good overall and is developing very well. It is very good in the Foundation Stage, where meticulous records are kept of significant learning in all areas and the next steps for each child are closely identified. The profiles kept on each child build into a very useful resource for staff and parents alike and are a delightful reminder for children of how far they have come. Parents and children are closely involved in assessing progress and children's comments about their own achievements are carefully recorded, along with photographs and samples of work, which indicate the standards reached. In Year 1, assessment in English is very thorough and comprehensive. It is a significant factor in pupils' good achievement. It is developing along the same lines in mathematics, although because of the timescale it is not as far down the line. In all other subjects, significant learning or gaps in pupils' knowledge are recorded and planning is adapted accordingly. Targets are set for groups and individuals and these are beginning to be shared with the pupils to give them a clearer idea of how they might improve.

## **The curriculum**

The school provides a very good and rapidly developing curriculum for its children. Opportunities for enrichment and links between subjects are very strong. The accommodation of this new school is excellent in providing support for learning. Resources are good and are also improving rapidly.

## **MAIN STRENGTHS AND WEAKNESSES**

- Learning experiences are relevant, practical and exciting;
- The Foundation Stage establishes a very effective and stimulating curriculum which is well matched to the children's needs and abilities;
- The school provides many opportunities to enrich the children's learning and subjects are well integrated to enhance understanding;
- The headteacher and staff are working hard to develop the curriculum to meet the school's growth and are introducing some innovative ideas;
- The school's accommodation provides excellent support for learning.

## **Commentary**

19. The curriculum meets all statutory requirements and those of the locally agreed syllabus for religious education. The most recent national strategies and guidelines have been adapted very effectively to meet the needs of the school. The 'topic' based approach, which incorporates different subjects in an exciting and relevant way, really helps children make connections in their learning. For example, a Year 1 visit to Harewood House supported learning in geography, history and science through role play,

observation and the chance for hands on experiences. The more recently introduced Key Stage 1 curriculum is being closely evaluated and developed and good quality plans are in place to develop into Year 2 next year and beyond into Key Stage 2. This is a high priority for the school and the

headteacher and staff are working closely together to ensure that systems for planning, assessment and evaluation of progress are firmly established. The school is also trialling and developing innovative and flexible working practises in the nursery to provide the differing levels of education and care parents require.

20. The Foundation Stage curriculum is of high quality. A wealth of exciting experiences is provided in all areas of learning. This is because all staff plan closely together and have a very clear understanding of the needs of young children. The emphasis in both nursery and reception is firmly on play and the integration of areas of learning to ensure a more meaningful experience for children. Very good use is made of the outdoor area by both classes, with the activities provided closely reflecting those in the classroom and just as well planned for and supported. In reception, learning becomes increasingly more formal in some aspects for a proportion of the time, as children prepare for the early stages of the national curriculum. However, the element of learning through play and investigation remains very strong and is carried through successfully and appropriately into Year 1. This can be seen in the continuing emphasis on role play and the opportunities to explore in the technology area.
21. The school plans very interesting experiences to enrich the children's learning, closely linked to different curriculum areas. For example, a balloon race had a strong impact on children's social development and their understanding of community, as it was linked to local charity support. It also enhanced the children's skills in map reading and their awareness of place and distance, as they tracked the balloons on a large map. Work was then recorded in a variety of ways, including through art, writing and digital photography. Many visits are made to places of historical and geographical interest and very effective use is made of the school grounds and the local environment for studies in art and design, science and knowledge and understanding of the world.
22. Children with special educational needs are well provided for. Good assessment and identification procedures and good links with other agencies enhance provision. Individual educational plans are of good quality and provide clear, well focused activities for these children. There are also good systems in place to provide for pupils with English as an additional language and those from the traveller community.
23. The excellent, new school building and grounds support the children's learning and enjoyment very well. Classrooms are well proportioned and set up very effectively to support the full range of activities. The hall is large, light and airy, providing a very good venue for physical education and indoor games, dance and assemblies. There are dedicated community facilities which provide very well for before and after school activities and for parents. Resources are good overall and are continually being developed as the school expands. Excellent outdoor areas for the Foundation Stage, with the safe soft surface area and covered space, provide a wealth of opportunities. The building is maintained to the very highest standards by the site management staff and enhanced through high quality displays of work, providing a superb environment for teaching and learning.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety are very good. The school provides very good support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is very good.

## **Main strengths and weaknesses**

- Relationships throughout the school are excellent; there is a very high degree of trust between staff, pupils and parents;
- Provision for health and safety is very good and child protection is secure;
- The school closely monitors pupils' academic progress and personal development;
- Very good induction procedures are in place;
- The school values children highly and responds very well to their opinions.

## **Commentary**

24. Staff know the pupils very well and meet their individual needs effectively. Parents and pupils are confident that staff are highly caring and have the welfare of the children firmly at heart. Excellent relationships ensure pupils trust staff and feel confident to take their concerns to them. This was reflected at a meeting prior to the inspection when pupils were unanimous in the view that there was someone they could turn to if they had a problem. First aid and supervision procedures are very clear and comprehensive. Adults know exactly what to do if children have special medical needs or if an accident occurs. Very clear child protection arrangements are in place and the co-ordinator has ensured all staff know the correct procedures. Health and safety arrangements are also very thorough. The school makes very good use of the expertise available from the private sector, the governors and the local education authority in identifying and minimising risks. The school teaches children how to keep safe and encourages them to adopt healthy practices. In an assembly on sun safety, for example, children showed very good awareness of what they needed to do to protect themselves. There is an effective policy in place to promote racial harmony and no instances of oppressive behaviour of any kind were seen during the inspection.
25. The school has very good procedures for assessing and monitoring pupils' academic and personal achievements. Assessments are used particularly well to support individual children, for example those with special educational needs and with English as an additional language. Systems are particularly good in nursery and reception, and the very useful pupil profiles are an excellent example of good practice. Support staff are deployed very effectively to help meet the needs of individuals and groups throughout the school.
26. Parents are very happy with the induction process into the nursery and there are very good procedures to help children who arrive at school at other times of the year to settle quickly. Children's views are listened to, valued highly and acted on whenever possible, for example during 'Circle Time' discussions and at shared times throughout the day. The pupils know their opinions are considered carefully and feel valued. The school has more formal ways of involving the children in decision making, such as through allowing them to decide who should get the headteacher's award each week in assembly and by encouraging them to design and choose the new school logo.

## **Partnership with parents, other schools and the community**

Links with parents are very good. Links with other schools, colleges and the community are good.

## **Main strengths and weaknesses**

- Parents show a very high level of satisfaction with the school;
- The school seeks the parents' views and acts upon them; it provides them with very good information;
- Community links and those with other schools are developing well and have a positive effect on learning.

## Commentary

27. Parents' questionnaires and comments at the parents' meeting show a very high degree of satisfaction with the school. In particular, they are pleased with the leadership and management of the school and the school's approachability. Many of them spoke of how their initial views of the school have been completely turned around because of the standard of education and the care it provides for their children. One parent said, 'It's like a family. We are all encouraged to be a part of the school and we all work together.' Others backed this up strongly, with many examples from their own experiences. Parents feel that they are very well informed about what is going on in school and what their children are learning. A range of very well presented information is provided for parents via notice boards and excellent nursery and reception 'starter packs'. The pupil profiles in the Foundation Stage and the end of year reports to parents give a very good indication of the children's progress. The profiles in particular are an excellent resource which parents are encouraged to look at any time they like. Newsletters include topic information so that parents can give practical help to the children and to the school throughout the year. Parents of children with special needs are kept fully involved and very well informed of their children's progress. Parents are strong in their support of the school in the local community and their advertising of its strengths by word of mouth has helped it become well established. The school views its parents as valuable partners who are consulted and their ideas acted upon if for the good of the children. As one parent remarked, 'Everyone has a voice.'
28. The school is outward looking and has started to develop productive links with the local community. For example, a two way link has begun to a local residential home to help the children learn to appreciate the different generations in the community, as well as to give harvest gifts to. All suitable local events have been joined in with to extend the children's range of experiences.
29. The school is working very hard to build its partnerships with local schools. The local 'Family of Schools' enables staff to share good practice and access training, for example, which benefits children's learning. Good links have been established with local high schools and the school takes a good number of work experience students throughout the year. The partnership with the local Early Years Centre which enables 'wrap around' care to be provided for nursery children is very effective and continuing to develop very well under the joint direction of the head, the centre manager and the nursery teacher. Similarly, the before and after school club run in partnership with a nearby primary school is a valuable and enjoyable experience for the children and a service for the parents of both schools.

## LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is excellent and she is very well supported by other key staff. The school is very well managed, with procedures firmly established and regularly evaluated. Governance is good.

### Main strengths and weaknesses

- The excellent leadership of the headteacher has been the driving force in the school's very rapid development;



- High quality team work at all levels and excellent relationships are key factors in the school's success;
- There is excellent potential for the school to grow.

## Commentary

30. The excellent leadership of the headteacher has been the driving force in establishing a thriving school community, which embraces all. She has worked with great energy and dedication to turn around public perceptions, in the wake of great controversy about the new school. As a result, parents are firmly behind the school and it has moved from opening with only 11 pupils to being oversubscribed for next year, with families making Asquith their first choice. Similarly, she has worked tirelessly to forge links with other schools and to draw the community in. As a result, partnerships with the local Early Years Centre and a neighbouring primary school are firmly established and as well as having a strong impact on pupils' education, these are providing much welcomed services for parents and the community. At the parents' meeting, parents talked of their great respect for the headteacher and how her great belief in the school and her dedication have totally changed their initial views.
31. The headteacher has an excellent vision of how she wants the school to be and although she is uncompromising in her beliefs about what constitutes excellence in primary education, is highly skilled at listening to others and meeting their needs. She has brought together families from the different communities around the school, from the new and more established housing, with the aim of working together for the good of their children. This is recognised and greatly appreciated. She is an outstanding communicator and as a result, staff, governors, parents and pupils are very clear about what the school is aiming to achieve, are 'on board' and are working together really well to ensure sustained high standards as the school continues to expand. There are excellent relationships in evidence at all levels and all groups connected to the school spoke about the respect and value for others that abounds. As a result, confidence is high and there is a real feeling that this is a school that is 'going places' and is an exciting and challenging place to be.
32. Other key staff within the school are doing a very good job in leading and managing their areas of responsibility and supporting the headteacher in her role. Of necessity, many aspects of the school's work are currently led and managed jointly. This has proved highly effective, particularly in developing the leadership skills of the less experienced teachers. They have had exciting opportunities, for example, in successfully developing the nursery and reception classes from scratch and in taking a major role in the evaluation of the school and in decision making. The headteacher has been very careful to equip staff at all levels with the skills they need to carry out their roles effectively and a strong programme of professional development is in place, linked closely to school priorities and individual needs. However, she is also mindful of the pressures on staff and works hard to ensure a good 'work/life balance' for all. Appointments have been made astutely, both by the headteacher and the governing body, and the recently appointed Year 1 teacher and the experienced assistant head who joins in September are set to further strengthen the team. There is a very thorough plan in place to guide all aspects of the work of the school, as Key Stage 1 expands and Key Stage 2 is introduced, with clear criteria for success. Very good systems are already established for evaluating the school's progress and ensuring firm foundations are created and built on.
33. A new governing body was recently elected, comprising of some very experienced governors who had been part of the school's development from the earliest stages, parents, school and community members. The long serving governors have provided a

strong link with earlier developments and a vast knowledge of the local area. They were part of the team responsible for appointing the headteacher and creating the initial aims and vision for the school and are confident that the right decisions were made. They have played a very strong part in overseeing the building programme and the PFI partnership arrangements, ensuring that the school got off to the best possible start. Newer governors bring a wealth of additional expertise, for example in the fields of health and safety, ICT, business and

education. All governors have a very clear picture of the school's strengths and where it needs to develop next as a result of the high quality information they receive. They are very supportive of the headteacher and staff, but not afraid of asking searching questions, for example regarding the effectiveness of staffing arrangements. They recently took the wise decision to employ a Year 1 teacher earlier than first anticipated, to enable the headteacher to have more quality time to start implementing plans for next year.

34. Finances are managed well. The school is very mindful of the need to build a strong staff team as it expands and has prudently managed resources so that the best possible appointments can be made. The governors' long-term strategic staffing and development plans for the school are well thought out and sensibly costed. The school has clear financial plans in place to guide all future developments and to ensure that the necessary resources are available for teaching and learning. An experienced administration officer very effectively and efficiently manages finances on a day-to-day level. The administration team provide very good support for staff to ensure they can carry out their work with the minimum of interruptions.

#### Financial information

##### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	246150
Total expenditure	224570
Expenditure per pupil	5066

Balances (£)	
Balance from previous year	6870
Balance carried forward to the next	21580

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

35. Provision in the Foundation Stage is very good. Teaching is good overall and was very good in almost half the lessons seen. There are currently 76 children in the Foundation Stage. Of these, 46 are in the nursery on a part-time basis, reflecting a variety of flexible arrangements to suit particular needs. There are 16 children who have full-time nursery and day care provision, under the partnership arrangement between the school and a local Early Years Development Centre. There are 6 staff in the nursery, four whom are employed by the school and two who are employed by the Early Years Development Centre. When children enter nursery, they demonstrate a very wide range of skills. However, overall their skills are generally as expected for children of this age; a small number have skills which are better than this. The language skills of a significant minority of children in the current nursery class are a weaker aspect. Children achieve well in all areas of learning and they do very well in their personal, social and emotional development and also in communication, language and literacy. This is in response to teaching which is consistently good and often very good. A very rich range of exciting, hands on experiences is provided. These are carefully planned to ensure a very good balance between activities that children choose and explore for themselves and those that are more closely directed by adults. Learning is stimulating and exciting. The very good provision is the result of very strong leadership and management and highly effective teamwork. Children's progress is monitored very well and this ensures that staff know the next learning steps for each individual and plan accordingly.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- The consistently high expectations of all staff and the very good examples they provide;
- Very good quality assessment which ensures pupils needs are fully met;
- High quality planning which ensures that all opportunities are taken to develop pupils' skills through all areas of learning;
- Very good opportunities for children to explore and discover for themselves and to work with others.

#### **Commentary**

36. A high priority is given to this area. Staff ensure that opportunities for development and reinforcement are woven into all areas of learning and all aspects of school life. Children achieve very well and almost all are on course to exceed the goals expected by the time they enter Year 1. All staff have high expectations of children's behaviour and they rise to this. For example, they listen very well to their teachers and become increasingly able to take turns to speak. Reception children know that they must put their hand up and wait to be asked and there are very few occasions when they forget this. As a result, learning time is maximised. Staff provide very good examples for the children to follow and consequently, from the earliest stages, they develop respect for others. Their manners are excellent and they can often be heard saying 'excuse me,

please', 'I am sorry', 'please' and 'thank you', both to adults and to their classmates. They learn to take care of their own needs very well; for example, in nursery they get their own snack and register that they have had this with a name card. Those who have a school lunch in both classes are becoming adept at using a

knife and fork and take great pride in this. Children work and play together very well, both in the classroom and outside. They share equipment sensibly and work for a considerable length of time without direct supervision. A good example of this was seen in the reception class, when two boys designed and built a railway layout for the toy trains, concentrating very hard and negotiating well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **very good**.

### **Main strengths and weaknesses**

- A strong emphasis is given to developing children's speaking and listening skills;
  - The early skills of reading and writing are taught particularly well;
  - Very exciting opportunities for role play are provided, both inside and outdoors;
  - Pupils are given many good opportunities to write independently;
  - Assessment is used very effectively to identify precisely the next steps in learning for each child.
37. Teaching is very good and, as a result, children achieve very well. A good proportion of pupils are likely to exceed the goals set for them by the end of the reception year. A strong emphasis is placed on developing the vocabulary and spoken language skills of all pupils. All the adults who work with the children are skilled at encouraging a dialogue in all activities. They use questions very effectively to draw out what the children already know and develop this further. For example, when the nursery children were designing and making their own vehicles, the teacher used questions such as, 'Will it be a double or single decker bus?' to encourage them to explain their choices. In small group work in nursery and in the shared parts of literacy lessons in reception, children are encouraged to use full sentences and develop and refine their ideas. They do this very well. Good use is also made in reception of 'talking partners' to give opportunities for children to share their ideas with each other before they write. As a result, they use talk very effectively to explain, describe, reason and negotiate.
38. Very productive use is made of role play, both inside and out of doors to develop speaking and writing skills. For example, children in nursery write out tickets for the airline passengers leaving for Morley. In reception, the stewardesses on the train take orders from customers and the guards write important notices for the passengers. There are plenty of opportunities provided in both classes for children to practise their early writing skills independently and as a result, children become enthusiastic confident 'writers' who know that their words carry meaning. Many children in reception are able to write words and sentences independently. They show good understanding of the structure of stories and recall sequences of events well. Early reading skills are also developed effectively. Children are given many opportunities to share books and listen to stories. In reception, most are beginning to recognise and read a good range of familiar words and are using a good range of strategies to work out unfamiliar words for themselves. Children in reception are developing really good expression as they read, in response to the teacher's excellent example. They made really good progress as they read the story 'The Train Ride' in the rhythm of a train.
39. Good links are made between reading and writing. For example, children are encouraged to take a soft toy home and write about his adventures in a diary that is shared with the class. Parents are encouraged to support their children through such

activities and through the diaries that go home with reading books. Some of these are meticulously and comprehensively completed. In both classrooms, displays are used very effectively to support children's literacy development and to celebrate their work. Reception children are now able to work through a full literacy lesson, because work is carefully tailored to meet their needs and always has a practical focus; this is very good preparation for work in Year 1.



## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- An wide range of practical activities is provided;
  - Imaginative teaching catches the pupils' interest;
  - Very good use is made of role play to develop numeracy skills.
40. Very good assessment of children's skills and very effective teaching is ensuring that learning is rapid. The vast majority of children are on course to reach the goals expected by the end of the reception year and a good number will do better. In the nursery, pupils have many opportunities to count, sort objects, make patterns, for example through threading beads of different colours, and identify shapes. There are many activities for children to choose independently in the mathematics area, which entice them to explore. Staff take every opportunity to develop mathematical skills through all areas of learning. For example, they encourage children to count how many windows or wheels their vehicles have as they paint and make models, or ask them to identify the shapes. They develop an understanding of mathematical language as they describe 'how big?' or 'how many?' or 'which is the biggest?' Role play activities provide very good opportunities for children in both classes to use money and count and sort objects. Good use is also made of songs and rhymes.
41. In reception, imaginative teaching catches pupils' interest as, for example, a puppet called 'Walt' introduces the lesson objectives. The puppet also needs instruction from the children, as he often makes mistakes, and they love to help him. This really engages their attention and they learn rapidly as a result, becoming adept at explaining what he should have done. Children thoroughly enjoy learning because practical activities and games are used to motivate them and help them learn through 'doing'. In one lesson observed, they made great strides with understanding and using positional language, such as 'behind', 'in front of' and 'at the side of', as they positioned their classmates as carriages on an imaginary train, complete with props and dressing up clothes to help them. They reinforced this activity very well outdoors as they built a train from large blocks and plastic crates. In preparation for work in Year 1, children are also recording their work independently, for example by writing 'number stories' using the appropriate symbols.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- A very exciting range of practical activities is provided, which encourage children to explore and investigate the world around them.
42. Good teaching and a very strong curriculum ensure that all pupils achieve well from their starting points and most are in line to reach the expected standard by the time they enter Year 1. In both classes, there are many opportunities for children to explore and investigate the world around them. Activities in the outdoor area are of similar high

quality to those provided in the classroom. A particular strength is the way in which activities are linked together to ensure that children make connections and learning is more meaningful and relevant for them. During the inspection, for example, the topic in both classes was 'Transport'; children planned and went on imaginary journeys using maps, and wrote books describing what they might see on a train journey in their local area, using photographs of

features in the local landscape. Photographic evidence shows that throughout the year pupils make many visits into the local environment. For example, they have been on 'winter' and 'spring' walks in the immediate environment and further afield to search for signs of the changing seasons. They celebrate festivals from different cultures, particularly those of the children themselves. All opportunities are taken; for example, during the inspection, on a windy day the nursery pupils flew the kites they had made. The children were filled with awe and wonder as large gusts made their kites fly high and realised that when the wind dropped, so did their kites.

43. Children's work in the reception class shows that they have researched the habitats of polar animals and can explain independently in writing that 'Penguins like living in water'. The more able pupils can compare conditions in the jungle and the arctic and the majority can describe seasonal changes. Computer equipment is adequate and children have sound opportunities to develop their skills. Many are adept at using the mouse to choose and click on items on the screen.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- A very good range of activities is on offer for pupils, both indoors and outside.
44. A wide range of activities provided for children, coupled with skilful teaching, ensures that they achieve well. The majority are on course to reach the expected goals by the time they enter Year 1 and some will exceed these. Children have daily, well planned and organised opportunities to develop their large movement skills outdoors, using bikes, wheeled toys and low level climbing equipment. Reception pupils also have free play sessions with the older children and regular dance, gymnastics and games sessions in the hall. In the gymnastics lesson seen, teaching was good and children demonstrated good control of their movements. Close attention was paid by the staff to helping children to refine their movements and develop their skills. They showed good skills in balancing, jumping and travelling in different ways on the apparatus. All activities help to develop pupils' social skills, in addition to enabling them to develop increasing control of their bodies. Pupils' manipulative skills are also developed well through well planned opportunities, for example, to cut, colour, thread beads and do jigsaws. In reception, strong emphasis is placed on correct letter formation and children are developing good pencil control, which is reflected in the quality of their written work and their drawing and colouring.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- The wide range of opportunities provided for pupils to access both independently and with staff direction;
- Pupils have very good planned opportunities for imaginative play.

45. Children achieve well and are on course to reach the goals expected by the time they enter Year 1 and some will exceed these. Teaching is good. Plenty of good quality opportunities are provided for pupils to work with a wide range of tools, materials and media. For example, pupils mix colours for their paintings and choose from a wealth of materials to make models, both independently and with direction from the staff. Role play is a key

feature in both nursery and reception. Children's imaginations are developed very well through the opportunities to take on roles and act out scenarios, for example in the 'snow cave' or on the 'jungle'. Pupils love to dress up in the excellent range of clothes provided and use the well chosen resources, as was seen in the 'home corner' in nursery when two girls dressed in their best sparkly outfits, complete with jewellery, to go to a party. A strength is the way in which all staff take great care to include the children in designing and creating the areas and model the different roles to them. They are very skilful at interacting with children to ensure they get the most out of their play, but are careful not to over-direct, letting the children take the lead. Consequently, when children use the areas independently, they remain really well focused on their roles and treat the resources with great care. Pupils have good opportunities to respond to music through listening, singing and playing a variety of instruments, both in structured situations and independently.

## SUBJECTS IN KEY STAGE 1

46. As there is only a very small class of children in Key Stage 1 and no end of key stage standards to report, an overall judgement on provision and a list of overall strengths and weaknesses are provided, followed by a commentary on each of the subjects fully inspected or sampled.
47. Provision for pupils in Key Stage 1 is **good** and they are achieving well. Teaching is good overall, with some very good teaching observed and some satisfactory lessons. There are currently 9 pupils in the Year 1 class, 4 of whom started in reception. The headteacher has taught the class until very recently, when a newly qualified teacher was appointed. At the time of the inspection, she had been in post for 3 weeks and had made an effective start. During the inspection, one lesson was seen in each of the following subjects: English, mathematics, science, art and design, music, physical education and personal, social and health education and citizenship (PSHCE). Pupils' work, teachers' plans, assessments and displays were analysed and discussions were held with staff and pupils.

## Main strengths and weaknesses

- A rich range of good quality learning experiences is provided for pupils;
- Strong teaching in English, mathematics and science has ensured rapid progress;
- Effective links are made between subjects to help children make connections in their learning;
- There are good arrangements in place to support the transition between Foundation Stage and Key Stage 1;
- More opportunities could be provided for children to use their ICT skills.

## Commentary

48. Year 1 pupils achieve well in **English**. The vast majority are on course to achieve average standards at the age of 7 in reading and writing and some are likely to exceed these. Children do well because of a strong emphasis on teaching the basic skills, which ensures a firm foundation. They also have many well planned opportunities to practise their reading, writing and speaking and listening skills in other subject areas. Very good quality, thorough assessment is ensuring that the next steps in learning for each child are carefully identified.

49. Staff ensure that children develop their speaking skills through the dialogue they maintain with them. They are encouraged to express their thoughts and ideas and give reasons for their choices. For example, in the literacy lesson seen pupils were sorting sentences, and both the classroom assistant and the teacher asked searching questions such as, 'Why did you put that word there?' which required extended answers. Staff give pupils time to reflect and consider and value all responses, but also have high expectations that they will speak

in full sentences and extend their explanations as necessary. The development of good listening skills permeates all areas of school life and is central to pupils' personal development and the respect they show for others. This has a really strong impact on learning, as children are almost always focused and attentive, both when listening to adults and to each other.

50. Children's reading skills are effectively developed through good teaching. The vast majority read with really good expression because teachers provide good examples for them to follow. They develop a clear understanding of how text features guide the reader. For example, they can explain that words printed in bold indicate that these should be read more loudly and that you raise your voice slightly to indicate a question. More able pupils can explain that speech written in capital letters indicates that the character was angry. They applied this learning very well as they read together with the teacher in the lesson observed. Good phonic teaching is ensuring that pupils have a growing range of strategies to help them work out unfamiliar words, such as identifying letter sounds and blends. They use their well developed understanding of sentence structure to help them predict what an unfamiliar word might be and are starting to predict what might come next in a story. There are good examples of children using their reading skills to research topics, for example, in science and history.
51. Children write independently for a wide range of purposes. For example, they have written letters of thanks, poems, descriptions of visits, retellings of familiar tales and imaginative stories. They develop a good understanding that stories have a beginning, middle and end and begin to use story language, such as 'Once upon a time...' They have just started to plan their stories before they write them. Writing skills are used well in other subjects. In science, for example, children have completed tables and lists, as well as reports of what they have observed. Templates are used effectively to support pupils' writing, whilst still encouraging independence. More able children can write at length, sustaining the style and choosing appropriate vocabulary. Pupils use ICT in some literacy lessons, for example for word processing and to support basic skills work. However, opportunities are sometimes missed. In the lesson seen, work to be undertaken on the computer was an extension task and children did not get as far as this.
52. Children are achieving well in **mathematics**. This is mainly due to clear planning, a good understanding of children's individual needs and high expectation and challenge provided in lessons. Good quality assessment and marking identify clearly what pupils' next step should be. Consequently, most pupils are on course to reach average standards in Year 2 and some are likely to exceed these.
53. Pupils cover a bit of ground in Year 1. There is evidence of secure calculation and sequencing of numbers, development of quick mental recall and plenty of hands on work in measurement. Children are developing a real enjoyment of mathematics. In the lesson seen, they eagerly waited to start the mental mathematics introduction and could hardly contain their enthusiasm, with comments such as, 'Oh! Can we play the Spider game, please?' All of them enthusiastically took part in all aspects of the lesson, because it was exciting and challenging. Learning was rapid and the teacher extended the activity, increasing the challenge for the more able in particular. The activities were well focused and of short duration, which helped to maintain concentration. Support assistants are used particularly well, working with small groups to reinforce the lesson objectives. Children are given good opportunities to apply their skills in different

situations and mathematics is already well established in many areas of the curriculum. For example, mathematics is used as a tool for recording in science, with graphs of hair and eye colour. ICT is used soundly in some lessons, particularly to support the acquisition of basic skills.



54. The headteacher, who leads the subject, has a very good knowledge of its development and is putting in place the necessary plans to move the children into Year 2 and to ensure smooth progress from the Foundation Stage to Key Stage 1. She is making effective use of advice from the local education authority numeracy consultant.
55. Pupils are achieving well in **science** and are on course to reach average standards by the end of Year 2, with some exceeding these. Children are achieving well because of the wide range of practical, hands on, investigative work they undertake, which deepens their understanding. They are encouraged to observe closely and work things out for themselves, building effectively on the skills learned in the Foundation Stage. In addition, children are encouraged to record their observations and findings in a wide variety of ways. More able pupils benefit from the opportunity to record their work with growing independence. An analysis of children's work indicates that teaching has been at least good throughout the year, although the lesson seen was satisfactory because the teacher introduced too many ideas and this slowed learning a little when children became confused. Classroom support assistants have a strong impact on the learning of all pupils, through enabling small group, focused teaching to take place. This is particularly beneficial to those with special educational needs, as their particular needs are well catered for and they are able to achieve as well as others in the class.
56. Pupils have covered an exciting range of topics in good depth. These are planned carefully to maximise links with other subject areas and to make good use of the school grounds and visits out of school. For example, science was linked with music when the class were studying sound and with design and technology when learning about healthy foods. Some use of ICT has been made. For example, children have used the digital camera to record their findings and have used the computer to make a book about plant growth. There is scope for this use to be extended. Good assessment strategies are in place to ensure that staff are clear about what children need to learn next. Firm plans are in place to ensure that the subject continues to develop well as children move into Year 2 and beyond.
57. Pupils achieve steadily in **ICT**. They have sound understanding of how technology can be used for different purposes, for example, through using listening centres and digital cameras, as well as computers. They understand that they can access information on the Internet and CD-ROMs, through the research they have undertaken in their topic work. Pupils develop an appropriate range of skills. They access programs from a menu independently and print their work, with support. They demonstrate a clear understanding of the key functions of the keyboard. Mouse control skills are well developed, as seen when pupils drew and painted pictures using a 'paint and draw' program. They were able to click on and use a range of tools to draw lines and fill spaces with colour. The most recent national guidelines are used effectively to help teachers plan and deliver the curriculum.
58. Pupils are given satisfactory opportunities to use computers in other subjects. However, the school recognises that this is an area for development as children move through the school. Firm and appropriate plans are in place to develop the ICT resource centre, to purchase an extensive range of hardware, to enhance software and to ensure staff have the relevant training. These plans are due to be implemented when the new assistant head takes up post in September; she will have responsibility for co-ordination of the subject. She has a wealth of expertise to bring to bear and already has a very clear idea of how to proceed. Governors are closely involved in developments,

through using the expertise of one member to ensure that decisions made regarding hardware will stand the test of time.

59. Children achieve steadily in **history and geography**. The school's use of a themed, topic based approach to learning ensures that the children benefit from work that is relevant to their lives and matches their abilities. Most teaching develops from studies of places of geographical and historical interest in the local environment. Walks in the school's environs

provide opportunities for map and directional work and visits to local buildings enhance the children's understanding of local history and their place in it. An understanding of the school's geographical position in relation to the British Isles and beyond was developed through the 'Balloon Race'. This allowed children to track balloons across the country and into Europe and was a very rich, relevant and enjoyable learning experience.

60. The latest national guidelines for both subjects are used effectively to plan and assess the children's work and to ensure it meets the needs of all. ICT is used to research topics, when appropriate. This is an area that the school has earmarked for future development.
61. In **religious education**, children achieve soundly, in line with the requirements of the locally agreed syllabus. They are given lots of practical, hands on opportunities to discover the key principles of Christianity and other faiths. For example, they study important celebrations, such as weddings and birthdays, in different religions, discovering similarities and differences. Festivals of the different faith groups represented in the school are celebrated and parents and the local churches provide valuable support, for example providing artefacts to explore and food to taste. Good links are made with other subjects, such as music, art and design and drama. A good example of the use of ICT was seen as children were rearranging sentences about their visit to the local church on the computer, to make a book with the digital photographs they had taken.
62. Achievement in **art and design** and **design and technology** is sound overall. In some aspects, such as observational drawing in art, achievement is good. The latest national guidelines for both subjects have been fully implemented and carefully adapted to ensure all aspects are covered and good links are made with other areas of learning. Pupils are given a rich range of experiences that build effectively on their early skills. A strength in art and design is the very effective use of the local environment, to provide many relevant and exciting opportunities for creative work, such as still life pictures and sculptures. Children have produced work in both subjects, using a good range of different tools, materials and media. There are examples on display of delightful three-dimensional animals in plasticine, papier-mache model heads and collages using a mixture of interesting materials. Good attention has been paid to teaching the designing and making elements of design and technology. For example, children have planned and made moving pictures, incorporating levers, linking well with science. However, there is less evidence in design and technology of pupils evaluating their work.
63. In the art and design lesson seen, teaching was satisfactory overall but with some strong features. The teacher used cellophane to help the children understand how different colours can be made and how to achieve different effects, while designing and making their 'stained glass' windows. This lesson was well planned and made productive links with work in science and mathematics. The children were fascinated by the way different layers of cellophane could produce new colours. However, too much time was spent cutting and sticking, rather than exploring.
64. Children achieve well in **music**. This is because the use of the 'expert' visiting teacher is guiding good practice for the rest of the staff and firing the children's enthusiasm. Lessons are well planned using a newly acquired, commercially produced scheme of work and this means children build progressively on their skills. Good links with other

subjects, such as history and religious education, are made. In the lesson seen, the class teacher and music teacher taught effectively together as a team. This gave the children lots of support in learning how to maintain the beat, whilst playing an accompaniment on instruments. This was challenging work for them but they achieved well, because the teachers provided lots of short, interesting activities to maintain concentration.

65. Learning is enriched in many ways. For example, pupils have been involved in festivals and concerts in the local area; this has helped to raise the profile of the subject as well as enhancing the pupils' social and cultural development. Assemblies and singing practices are used well to develop singing skills and learn new materials.
66. One gymnastics lesson was observed in **physical education** and children displayed skills similar to those of others of the same age. Teaching in this lesson was satisfactory and children made steady progress in sequencing movements and changing direction. They learned about the link between exercise and health and knew the purpose of 'warm up' and 'cool down' activities. Good links were made with mathematics and good preparation was made for a following ICT lesson as children followed directions related to position. However, at times the pace was a little slow and explanations were not as clear as they could have been. As a result, time for activity was lost. Teacher's planning indicates that over the course of the year, children experience all elements of the subject and the outdoor play areas and field are an excellent resource, in addition to the school hall. The small number of children in the class poses a barrier to learning in some ways. However, opportunities for pupils to practise skills in a fun way with a larger group of children are provided through joint sports days with other schools. There are good plans in place for joint lessons with the new Year 1 class next year when the current pupils are in Year 2.
67. Pupils achieve very well in **PSHCE** because the school has made it a priority; this has given the rest of its work a very firm foundation. A strong curriculum is in place and opportunities for learning are woven through all subjects and aspects of school life. Wherever possible, learning is practical and first hand experiences are provided. Assemblies and 'Circle Time' activities are used very effectively for delivering aspects of the work and raising pupils self-esteem. Children are given very good opportunities in these sessions to reflect on important topics, to express their feelings and to discuss issues relevant to their lives. For example, in the Year 1 lesson observed, the children thought about things that make them feel proud. They discovered it is often easier to recognise good things in others than in themselves. For one child it had been particularly special to be chosen to receive the headteacher's award in assembly.
68. Staff jointly co-ordinate the subject very effectively and the school's development plan indicates clearly how the subject will develop as the school expands.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	n/a
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*