

INSPECTION REPORT

Belvedere Infant School

Belvedere, Kent

LEA area: Bexley

Unique reference number: 101438

Headteacher: Lisa Pearson

Lead inspector: Kath Beck

Dates of inspection: 24th – 26th November, 2003

Inspection number: 255486

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
Number on roll:	218
School address:	Mitchell Close Belvedere Kent
Postcode:	DA17 6AA
Telephone number:	020 8311 9092
Fax number:	020 8311 9666
Appropriate authority:	Governing Body
Name of chair of governors:	Councillor Margaret O'Neill
Date of previous inspection:	16 th March 1998

CHARACTERISTICS OF THE SCHOOL

Belvedere is a large infant school situated in Erith, Kent, close to the Dartford Crossing. The number of children on roll has grown slightly over the past four years. Currently there are 218 children aged from three to seven. Fifty children attend the Nursery part time. Some Nursery places are maintained for priority admissions on the advice of social services or the local authority. Two thirds of the children come from White British families. A high number of children come from ethnic minority groups. The main groups represented are Indian and Black African. There are also children from mixed backgrounds, Black Caribbean, Black British, Pakistani and other Asian backgrounds. A very high number of children have English as an additional language. They speak fifteen different languages, the principle ones being Punjabi, Turkish, Polish, French and those spoken in East Africa. A few children come from Traveller backgrounds. The number of children eligible for free school meals is higher than in most schools. In addition, the number of children identified as having special educational needs is also higher than normally found, although few have statements of particular need. There is a high turnover of children between the Nursery and Year 2. Many staff are long serving at the school. The headteacher has been in post for three years. The Foundation Stage leader has been at the school for eight weeks. As the school has a standard number of 80 to admit, some classes contain children from two age groups. Children's attainment on entry is broad, but mostly below that normally expected for children aged three. At the time of the inspection, there was an outbreak of influenza in the school reducing the class sizes.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10090	Kath Beck	Lead inspector	Foundation Stage Music Mathematics Art and design
9619	Bob Miller	Lay inspector	
22476	Sue Vale	Team inspector	English as an additional language Special Educational Needs
32323	Judith Puddick	Team inspector	English History Design and technology Physical education
32728	Sue Jackson	Team inspector	Science Information and communication technology Geography Religious Education

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PART A: SUMMARY OF THE REPORT

Belvedere Infants is a good school. The good leadership of the headteacher and the key staff is bringing about important changes. The school is doing well, in challenging circumstances, to overcome the barriers in children's learning. These stem from children learning English as an additional language and moving between schools. The school also has mixed age classes that provide it with challenges. Good teaching, a strong, caring ethos, emphasis on meeting the needs of all children and their personal development, results in most children who start at in the Nursery with below average levels of attainment, achieving well. Standards are typical of those found in most schools nationally in Year 2, except in geography where they are good and information and communication technology where they are below those normally found. There are no significant differences in the achievements of the different groups of children in the school. It provides good value for money.

The school's main strengths and weaknesses are:

- A very strong commitment to including children, regardless of race, gender or special educational needs, fully in all aspects of the school.
- Good leadership of the headteacher and key staff.
- Very good teaching in the Nursery and Reception classes. Overall teaching is good in Years 1 and 2.
- Children's very good attitudes, spiritual, moral, social and cultural development. Their high levels of confidence and self esteem enable them to learn well.
- Children's speaking and listening skills are promoted very well.
- The use of visits and visitors enrich and enliven the curriculum.
- Parents and children hold the school in very high regard.
- The school grounds are attractive and enhance children's personal development.
- Children are cared for very well and the school has recently gained the Healthy Schools Award.
- Children in the Foundation Stage are exceeding the early learning goals in personal, social and emotional development and physical development.
- Good provision for special educational needs and English as an additional language.
- Provision and level of challenge for the brighter children is not consistent throughout the school.
- Skills in scientific enquiry are not as good as they should be as teachers use too many poor quality worksheets.
- Information and communication technology is not used effectively enough to enhance learning across the curriculum.
- The current timetable of activities leaves the curriculum fragmented.
- Attendance levels are not high enough.
- Accommodation for the Nursery is too cramped.

The school has made good improvements since its last inspection in 1998. Provision for children speaking English as an additional language has improved significantly. Teachers' planning includes appropriate activities for these children. The quality of teaching is now good and support staff are involved in the planning of children's work. Curriculum time is set aside for religious education and separate assembly times are held for the whole school and the different year groups. The behaviour policy has been fully implemented so that behaviour and children's attitudes to learning are now much better. Leadership, management and efficiency of the school are now good and are having an impact on the quality of education the school offers. There have been improvements to the school grounds and the Healthy Schools Award has been gained.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	C	C	A
writing	C	B	D	B
mathematics	B	C	D	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Children's achievements are **good**. They are very good in the Foundation Stage and good in Years 1 and 2. Standards in the work seen during the inspection are typical of those found in most schools in Year 2 in most subjects. In national tests in 2003, results were below average in writing and mathematics and average in reading. The school's performance when matched with similar schools is much better as results were very good in reading and good in writing and mathematics. The variation in standards over the past three years has been influenced by the different number and abilities of children in the year groups taking the tests. The dip in writing and mathematics in 2003 was anticipated as the school tracks children's progress very carefully. Children with special educational needs and English as an additional language achieve well because they are supported effectively in lessons. In some subjects, brighter children do not make as much progress as they should, especially in Year 2, as expectations are not high enough across the classes. Children's personal qualities, including their attitudes to school and spiritual, moral, social and cultural development, are **very good**. This ensures there is a really positive atmosphere for learning and children take responsibility for their actions. Attendance is poor. The standards of some groups of children from Indian, and Pakistani and Traveller backgrounds are not as high as they could be as some parents take their children on extended holidays during term time.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is **good** overall. In the Foundation Stage it is very good and good in Years 1 and 2. Teachers in the Foundation Stage have very high expectations of what children can achieve and very good knowledge of the way children of this age learn. Their progress is assessed thoroughly and children are encouraged to work independently and collaboratively. In Years 1 and 2, some teachers do not expect as much of the brighter children as they should. Over use of poor quality worksheets in science especially limits opportunities for investigative work. The curriculum is particularly rich in the Foundation Stage. It is enlivened in Years 1 and 2 by many visits into the locality and further away, as well as by visitors to the school. Curriculum coverage is fragmented by timetable arrangements. Strict adherence to time allocations for each subject over the week means some lessons are very short and others are interrupted by playtimes in the afternoon. Resources are good and there is good match of teachers to the curriculum but the accommodation for the Nursery is cramped and hinders the range of indoor activities on offer.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and key staff are **good**. School self evaluation is a rigorous process and the leadership is not afraid to take determined action to bring about improvements for the children. As a result, the leadership has made difficult decisions, for example, with regard to the improvement of provision for English as an additional language. This has brought about significant changes that benefit the children. The appointment of a bi-lingual teaching assistant means these children play a full part in lessons. Such decisions are considered well. The Foundation Stage and literacy leaders have also implemented important changes with the cooperation of all the staff. Governance is good. Governors help to shape the direction of the school and fulfil their statutory duties. They understand the strengths and weaknesses of the school, but do not always challenge and support the senior managers about the school's results as much as they

could. The school development plan gives clear guidance for improvements, but is not sharp enough in its identification of the impact this is to have on standards children are to achieve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents hold the school in high regard because it takes very good care of their children and helps them to do their best. The children also like the school very much as they are looked after very well and their views are important to the staff.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards, especially in scientific enquiry and information and communication technology;
- in subject leader monitoring, the school development plan and target setting, give greater consideration to the levels children are reaching, especially for the brighter children;
- review the timetable of activities over the week, so that children's learning is less fragmented and afternoon tasks are completed without interruption;
- improve attendance;
- improve the accommodation for the Foundation Stage, but especially the Nursery.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are typical of the national picture. They are good in geography, but unsatisfactory in scientific enquiry and information and communication technology. In the Foundation Stage, children are on course to exceed the early learning goals in physical development and personal, social and emotional development. They are on course to meet them in communication, language and literacy, mathematical and creative development and knowledge and understanding of the world. Achievement is very good in the Foundation Stage and good in Years 1 and 2.

Main strengths and weaknesses

- Children exceed the early learning goals in personal, social and emotional development and physical development.
- The school performs well in comparison to other schools with children from similar backgrounds.
- Speaking and listening skills are good and promoted very well.
- There are some high quality examples of work in art and design.
- Attainments are good in geography.
- Brighter children are not challenged as well as they might be in some classes in Years 1 and 2.
- Achievement is good overall, including that of children with special educational needs and English as an additional language.
- Skills in scientific enquiry are not as good as they should be as teachers use too many poor quality worksheets.
- Children's information and communication technology skills are below those normally found at age seven.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.9 (16.1)	15.7 (15.8)
writing	14.0 (15.4)	14.6 (14.4)
mathematics	15.6 (16.3)	16.3 (16.5)

There were 80 pupils in the year group. Figures in brackets are for the previous year

1. On entry to the school children's attainments are broad, but mostly they are below those normally found in speaking and listening, literacy and numeracy. Children make rapid progress in the Nursery and Reception classes as a result of very good teaching. This means they are on course to meet the goals set for them at the end of the Reception Year in communication, language and literacy, mathematical and creative development and knowledge and understanding of the world. They are already exceeding them in personal, social and emotional development and physical development. This is better than at the time of the last inspection.
2. In Year 2, children are on course to meet standards expected of them at age seven in literacy, numeracy and science. Standards are good in geography, but below those normally found in information and communication technology. In religious education, children's attainments are in line with the locally agreed syllabus.
3. The 2003 national test results were typical of the national picture in reading, but below average in writing and mathematics. They were not as high as in the previous year in writing and

mathematics because the number of children in the year group with special educational needs was higher than before. The trend in improvement is not as fast as in other schools. The school has sustained its standards in reading over time by using many strategies to help children learn to read. These include placing a lot of emphasis on teaching the sounds letters make and how these can be used to decipher unfamiliar words. Reading is promoted as a skill that brings a lot of pleasure and so children really enjoy books. High levels of support from parents in listening to their children read at home each day has helped to sustain standards.

4. Children achieve well in relation to their capabilities. Children from the ethnic minorities achieve as well as other children. There is little difference between the attainments of boys and girls in reading and writing, but the girls do better than the boys in mathematics. The good support for children with English as a second language and for those children with special educational needs mean they too do as well as they can. That said, there is evidence to show that standards are impacted by the absence of some children who visit their families overseas for extended holidays, or belong to Travellers' families, as well as the frequent movement of children in and out of the school. Almost 40 per cent of the children taking the tests in 2003 did not start their education at the school. When compared to schools with children from similar backgrounds, the results are very good in reading and good in writing and mathematics. This indicates that children who do attend regularly or who stay at the school are achieving well.

5. In 1998, brighter children were not being challenged enough and those with special educational needs made satisfactory progress. The current situation is that the brighter children are challenged more in some classes than others and children with special educational needs or English as an additional language achieve well. This is because provision and support for these children in classes has improved as work is planned carefully for them. In some classes in Years 1 and 2, the challenge for the brighter children is not as good as it should be because teachers are not fully aware of the requirements of the National Curriculum levels the children are capable of working at. The leadership is aware of this from the monitoring of children's progress and is taking determined action. Targets for individuals to reach in the short and longer term are set in literacy and numeracy. These are agreed by class teachers in discussion with the literacy and numeracy subject leaders. However, some teachers set less challenging targets, rather than raise their expectations for the children who are demonstrating high standards in termly assessments.

6. Children's speaking and listening skills are good as they are promoted effectively throughout the school. The Nursery and Reception staff place a lot of emphasis on encouraging children to talk about stories, the activities they are working on and through role-play. Staff listen carefully to what the children are saying and ask probing questions that motivate children to talk in sentences and explain their ideas. In role-play situations, such as shopping, adults join in and take on a particular character so that children can act out their experiences using the correct vocabulary. This is also important in enabling children learning English as an additional language to develop their spoken English from real life events.

7. In Years 1 and 2, children are often taken out on trips and these give them interesting things to talk about. In geography, the children have explored the local environment and taken digital photographs of the area. The visit provoked much discussion about how well the environment is taken care of and the photographs annotated to illustrate the children's likes and dislikes about the area in which they live. Another recent trip to Greenwich gave children many opportunities to find out about and recall historical events. They speak confidently about other visits they have made recalling their memories and speaking about them in an articulate and confident manner. On other occasions, children have 'talk partners'. They discuss their ideas before writing them down. Drama, high quality discussions in literacy lessons, visits from story tellers and theatre groups, as well as *The Story Garden* in the grounds add much to the development of children's speaking and listening skills. This has a beneficial effect on learning in other subjects. Children are confident their lessons will be interesting and that they will learn a lot by listening, asking questions and sharing ideas.

8. Teachers link subjects wherever possible to make learning purposeful. The visits out of school promote high quality work in art and design. Following a visit to *The Cutty Sark*, some pictures, drawn in pastels on black paper, depicted the ship as if it was sailing on the sea and

included a lot of fine detail, reflecting the children's very good observational skills. The pictures were impressive giving the viewer a clear sense of a ship in motion. Children's attainments in geography are good as the curriculum is covered thoroughly. Mapping skills are developed well and children have good knowledge of other parts of the world where their classmates come from. Studies of contrasting localities and in depth studies of the local area also enable children to achieve well.

9. Brighter children are challenged very well in the Nursery and Reception classes. Work is planned that challenges them to achieve as well as they can. In this way, children make rapid progress and soon apply their developing literacy and numeracy skills independently. Children in Year 2 are taught according to their ability one day a week to develop their writing skills. Often in literacy and numeracy, children work in groups according to their ability. Some teachers know well the levels of the National Curriculum and enable the brighter children to work at the correct level for their abilities. This is not always the case. Some teachers discuss and set short term targets with the children. They record these targets that are linked to National Curriculum levels and they are placed where children can see them easily and remember them. The children show they understand them as they sign them and can easily explain what they have to learn next. However, in some classes in Year 2 targets are set over a longer period. These are not shared well enough for the children to know what they have to do. Work is not carefully matched to the needs of the brighter children and lower expectations mean the targets set are not always challenging enough. In scientific enquiry, achievements are slower when children do not fully understand the work they have to do and teachers provide poor quality worksheets that do little to take learning forward.

10. Skills in information and communication technology are not as good as they were at the time of the last inspection. This is due in part to the current organisation of resources, limited opportunities for direct teaching of computer skills that children can apply immediately and lack of clear direction from the subject leader. Digital cameras and tape recorders are used effectively to enhance learning across the curriculum. However, computers are not used often enough to support learning and raise standards in other subjects.

Pupils' attitudes, values and other personal qualities

Children's behaviour is good and their attitudes to school and their learning are very good. Children's spiritual development is good and their moral, social and cultural developments are very good. Attendance is poor but the punctuality of most children is satisfactory.

Main strengths and weaknesses

- Children's spiritual, moral, social and cultural development is very good.
- The children enjoy very good relationships with others in the school.
- The school is a racially harmonious community.
- Children's confidence and self-esteem are high.
- Attendance is poor.

Commentary

11. Since the last inspection, the school has improved children's attitudes to their learning. They are now very good throughout the school. Children listen attentively to their teachers, work very well together, helping each other and sharing ideas. The presentation of work shows pride, except in worksheets that make few demands on the children. Displays reflect the values teachers place on children's efforts. There is a very happy and purposeful atmosphere in the school that permeates all aspects of school life. Lunchtime is a very sociable and pleasant occasion. Children are keen to learn and the enthusiasm shown by their teachers is reflected in the children's eagerness to share what they have learned with visitors.

12. Children respond very well to their teachers' high expectations and to the consistently applied systems of reward. Behaviour is good and both parents and children agree that this is a friendly school. This is an improvement on the last inspection. The school's promotion of good relationships and the inclusion of all children in school life are excellent. Staff do their very best to

enable all children to take part in everything the school offers. Staff treat the children with much respect and they respond with good manners and are polite to their friends and visitors. The rare and isolated instances of bad behaviour or racial name calling in the playground are dealt with effectively by staff. There is a very strong community ethos and it is a racially harmonious school. There have been no exclusions in the past academic year and this too is an improvement on the previous inspection.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	97	0	0
White – any other White background	5	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	18	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British - African	18	0	0
Black or Black British – any other Black background	4	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	1	0	0

13. Children’s spiritual development is good. Their moral, social and cultural development is very good and is an improvement since the last inspection. In the Foundation Stage, children’s personal, social and emotional development is also very good. This is reflected in their confidence, high levels of self esteem and presentation of their work. Children have a very good understanding of right and wrong. Staff provide very good role models, showing respect and concern for the individual needs of all children. In lessons and assemblies children reflect on the beliefs and values of others, refine their knowledge of right and wrong and learn to respect individual differences. Visits and visitors do much to enhance their knowledge of the awe and wonder of the world. Many lessons contain tasks that actively promote successful social development. Children take responsibility for daily tasks and participate in the democratic processes of the school council. *The Friendship Garden* and *The Story Garden* give children many opportunities to help each other, recognising loneliness and offering friendship and to tell each other imaginative stories. A good programme of cultural activity, including drama, music and art, enriches children’s cultural experiences. Their multi-cultural development is secured very well by visiting the places of worship for other faiths and the celebration of religious festivals.

14. Attendance is poor and remains well below the national average since the last inspection. The rate of authorised absences is well above those of similar schools mainly due to childhood illnesses and extended family holidays in term time. The school is doing well in its efforts to encourage most parents to bring their children to school punctually. However, there is a minority of parents whose efforts are less than satisfactory in ensuring their child’s attendance. These absences are having an adverse affect on the attainment of those children concerned.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	8.7
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

The table gives the percentage of half days [sessions] missed through absences for the last complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school offers a good quality of education. Good teaching, a rich variety of visits and visitors and the effective use of cross curricular links enable children to learn a lot and achieve well, regardless of race or gender. Assessment is satisfactory in Years 1 and 2. It is very good in the Foundation Stage. A good range of resources supports the curriculum effectively, but the accommodation for the Nursery is cramped and lacks some of the facilities normally found. This hinders the range of activities that can be on offer during each session. Staffing is good and there is a good number of teaching assistants to support learning.

Teaching and learning

Teaching and learning are good and assessment is satisfactory.

Main strengths and weaknesses

- Teachers' knowledge and understanding across subjects.
- Very good relationships with the children.
- Enthusiasm for learning that is shared really well with the children.
- Lessons that have a clear focus so that children know what they are learning and why.
- The promotion of good work habits.
- Challenge for the brighter children in most classes, although some teachers have lower expectations of what the children can do.
- Provision for children with special educational needs and English as an additional language is good;
- Efficient deployment of teaching assistants in many lessons. There is still work to do in large group sessions.
- Large group lessons are not as effective as class and small group work.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	7 (23%)	9 (30%)	12 (40%)	1 (3%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. Teaching and learning are good and this is an improvement since the last inspection. The criticisms found in 1998 have been overcome because the headteacher made improvements to teaching and learning a priority on her appointment and staff shared her determination. Parents at the meeting prior to the inspection and in the questionnaires are right to believe the teaching is good. This is because children are expected to work hard and do their best. The frequent use of visits into the community or further a field, give the children many reasons to talk, write and draw about the

work they are doing. These visits motivate them and make learning interesting. Children also say they like their teachers and the work that they do.

16. Teaching is now very good in the Foundation Stage and occasionally excellent in the Nursery. Teachers have very good knowledge of the way children of this age learn. They provide many interesting things for the children to do. For example, in the Nursery, a group of children were exploring the properties of magnets. They were provided with magnets of different sizes and shapes. They also had a wide range of items made of different materials. The children were challenged to guess which ones the magnets would pick up. One child said, *metal things* and was amazed to find that not all metals can be picked up by magnets. Another found he could pick up a teaspoon at the thin edge of the cup of the spoon and spin it gently while it was still attached to the magnet. This activity kept the children mesmerised for a long time. The teacher supported the activity by challenging the children to think hard, explain their ideas and to develop new hypotheses and test them out.

17. Throughout the school relationships between the staff and the children are very good. Children's behaviour is managed very well and this too is an improvement since the last inspection. Teachers treat the children with a great deal of respect. They listen to them carefully, value their contributions to lessons and display work attractively to promote high standards. In return, children treat the staff with respect, show good manners and behave well. In addition, children show very good attitudes towards their learning, taking pride in the presentation of their work and developing good work habits. They concentrate hard and do their best to complete their work in good time. This creates a very positive atmosphere in which all children can learn. It also enables the promotion of children's speaking and listening skills as they take turns to speak and listen to their classmates before putting forward their own ideas.

18. Teachers share their enthusiasm for learning with the children. The many visits and visitors make learning interesting and purposeful. Children really enjoy these and recount many interesting things about their trips that relate to their knowledge of history and geography especially. The development of the school grounds featured strongly in the design and technology and art and design curriculum. The work resulting from this, especially in art and design is high quality. As the children were fully involved in the developments they take pride in their surroundings.

19. Lessons always have a clear focus and children are made aware of what they are to learn. Often the tasks match this focus and children concentrate hard, making good progress. In others, the activities do not fully match the teacher's intention and this makes it hard for children to achieve as well as they might. For example in scientific enquiry, an activity involving children in predicting what may happen when materials are cooled or put in a freezer did not build well enough on previous work. As a result, they were confused and found it hard to complete the worksheet using the correct vocabulary.

20. In the Nursery and Reception classes, bright children are challenged very well so that they are beginning to work at the very early stages of the National Curriculum. Teachers' expectations are high and they know the children well so that work is set at a demanding level. Children respond very well to this and make rapid progress. Expectations are not as consistently high across Years 1 and 2 and this means some brighter children do not achieve as well as they might especially in science and information and communication technology. There is an overuse of undemanding worksheets in some classes and this makes it harder for the teacher to determine children's progress and the National Curriculum levels that the children are achieving.

21. Provision for children with English as an additional language is good. A bi-lingual teaching assistant supports these children so that they can play a full part in lessons. Their progress is assessed thoroughly and tasks matched to needs. Provision for children with special educational needs is also good as teachers do their best to ensure that activities are varied and support the targets set out in individual education plans.

22. At the time of the last inspection, teaching assistants were not working closely enough with teachers to plan work for the different groups of children in the class. This issue has been dealt with effectively. Teaching assistants are fully involved in planning work for the children and are very clear about their roles in most lessons. All teaching assistants have qualifications from attendance on long courses to enhance their skills and increase the rate of children's learning. The majority of teachers deploy the assistants effectively. However, there are times when they spend time sitting and listening to the teacher rather than supporting particular children.

23. When teachers work with their own classes, teaching is often better than when several classes are combined for lessons in religious education, music, science or information and communication technology. These large group sessions are often taken by one teacher with the support of teaching assistants. While teaching is satisfactory and the activities appropriate, these sessions do not take children's learning forward fast enough. The children are passive and do not have the opportunities to contribute, clarify what they are learning, ask questions or apply their skills as quickly as they can in their class lessons. These large group sessions also contribute to the fragmentation of the curriculum for some children.

24. Assessment is satisfactory. Teachers give good feedback to children during lessons. In Year 1, children are set short term targets. The children know what these targets are and when they have to be achieved. These enhance their rate of progress as they work hard to achieve them. Work in lessons is planned to match these targets and help children reach them. In Year 2, teachers are aware of the longer term targets children are to achieve and the level they should be working at. However, despite evidence of high ability some children's targets are set lower than they should be. This stems from lower expectations and lack of knowledge of the class teacher about the requirements of the higher levels of the National Curriculum. Assessment is accurate in writing. In the Nursery and Reception classes, assessment is very good. Observations of children's achievements are used very well to plan new work and help all staff to get to know the children well so that they too can take children's learning forward.

The curriculum

The curriculum is good. It provides a broad range of worthwhile opportunities that cater for the interests and particular needs of children. Clubs, trips out and a wide range of visitors to the school enrich provision and help children make good progress in their learning. The school grounds have been developed to a high standard.

Main strengths and weaknesses

- Visits and visitors are used effectively to enrich the curriculum.
- Resources are good, well organised and easily accessible.
- The consistent approach to the coordination of all subjects is a strength.
- Children with special educational needs and those with English as an additional language are well supported.
- Brighter children are not sufficiently challenged in some lessons.
- The organisation of the school day leads to fragmented learning opportunities.

25. The carefully planned curriculum promotes good achievement for most children. Analysis of past performance is used to set year group targets and identify where extra help is needed. The provision for children with special educational needs and for those with English as an additional language is good. The number of support staff enables children to have good access to the same work as their class mates. The work is carefully modified so that individual and groups of children can achieve well from their starting point. Brighter children are not always sufficiently challenged in some classes because expectations of what they can achieve are not high enough.

26. Teachers' planning for work across the year is good, taking into account the needs of the mixed age classes. These mixed age classes present a challenge to the school in providing an appropriate curriculum and demanding work for the wide range of age and abilities in the classes.

The school does well to meet the individual needs of children. Teachers' planning is supported well by mostly effective subject leaders who ensure all areas of the curriculum, including personal, social and health education, are covered appropriately. There is work to do in information and communication technology as this is not used well enough to enhance standards across the curriculum. Specific time is now set aside for religious education and is separate from collective worship. This was a key issue from the previous inspection.

27. The presentation of the curriculum is not as effective as it could be because the weekly timetable slices the day into too many short segments. In whole class lessons teaching is often good and children achieve well, especially in literacy and numeracy. However, sometimes children cover as many as nine different sessions in one day which does not give them time to engage in more quality learning experiences. Short sessions are usually taken by one teacher who has all the children from one Year group together. For example, in religious education all the children in Year 1 were taught by one teacher accompanied by teaching assistants. This leads to children spending too much time sitting and listening passively because with each new subject, teachers have to teach the skill and explain what is to be done. Afternoon playtime causes further disruption and time is lost as children take time to settle when they return to the classroom. Television is not used selectively in Years 1 and 2 and this too takes time away for more valuable learning experiences.

28. The curriculum is enriched significantly by visits that help children make links across and between subjects. These experiences stimulate children to speak, listen, read and write for a real purpose and impact positively on their learning. Visitors, including members of different faiths and cultures, attend assemblies, talk, run workshops and read to and with children throughout year. This, together with the celebration of special events, such as Book Weeks, Remembrance Day, gives children a deeper understanding of themselves, the world and other people. Older children take part in the popular gardening and football clubs and children in Year 2 have the opportunity to learn the violin. The school has recently achieved the Healthy Schools Award which celebrates its commitment to helping children develop a healthy lifestyle.

29. Accommodation is satisfactory overall although several classrooms, including the one used by the Nursery, are cramped, making it difficult to deliver all aspects of the curriculum effectively. This is a particular problem on wet days when access to outside facilities is limited. A new computer suite, separate library and music or drama room have been developed from existing space and have improved teaching facilities inside the building. The imaginative development of the school grounds, including the playground wall, trim trail, courtyards, *Story Garden* and *Friendship Garden* provide very good opportunities for learning outside the classroom. These do much to add to children's spiritual, moral, social and cultural development. Attractive displays around the school celebrate children's achievements and add to the learning environment. The buildings are fully accessible to children and adults with disabilities.

30. The school is well resourced and has a good match of teaching and support staff, including a bilingual support assistant, to fully meet the demands of the curriculum. Good links have been established with the on site junior school to enable a smooth transfer into Year 3.

Care, guidance and support

The school ensures children's care, welfare, health and safety very well. It provides them with good support, advice and guidance and involves them well in its work and development.

Main strengths and weaknesses

- Induction arrangements for children are very good.
- It is a healthy school environment.
- There are very trusting relationships between children and adults in the school.
- The school council enables children's views to be heard.

Commentary

31. The formal policies and practices relating to health and safety and child protection are very well considered and properly carried out. This is a continuous improvement since the previous inspection. The school is a recent recipient of the Healthy Schools Award showing that it puts children's fitness, health and welfare concerns first.

32. Children are inducted into the school very well whether they join the Nursery or at any other stage of their school career. Parents receive useful information that ensures their children settle quickly into the school. All new children are welcomed by staff and classmates and soon make new friends and become aware of the routines. On their arrival at school, children who have English as an additional language have their language level in English assessed using the local education authority guidelines and appropriate support is given to ensure that they can access the curriculum.

33. Teachers and other staff know the children well and recognise their needs. They act quickly if a child is unhappy or under pressure and are particularly careful to ensure new arrivals are helped to settle in. Traveller children and those with English as an additional language are particularly well supported and in some cases this has resulted in improved attendance and achievement. Some have made good progress. Children spoke very positively to inspectors about how teachers help them and how they have to work hard in a friendly school. They all have at least one adult they can go to if they are worried or have any concerns.

34. The school council consists of children from the Reception classes and Years 1 and 2. It has discussions with the headteacher about the formation of school rules and supporting children who are experiencing difficulties in making friends. This has recently led to a "Buddy System" being devised and the arrangement of a *Friendship Garden*. The school council is a good development in ensuring children are involved in school improvement and they consider that staff see their views as important.

35. Care, guidance and support for pupils with special educational needs and English as an additional language is good. All staff are involved in regular discussions to monitor the progress of pupils. Targets are set in literacy and mathematics and there are effective individual education plans. Good use is made of outside agencies, for example, speech and language assistants from the local education authority, to support targeted groups of children who need extra language and communication support and for individual help as the need arises.

Partnership with parents, other schools and the community

There are good links with parents and satisfactory links with the community and other schools in the area.

Main strengths and weaknesses

- Information to, and communication with parents is good.
- The school actively seeks parents' views.
- The school deals effectively with any parental complaints or concerns.
- There are good transfer arrangements for children to the junior school.
- Links with pre-school groups are under-developed.

Commentary

36. Parents have very positive views of the school and think highly of it and what it is doing for their children. They consider that the leadership and management of the school are good. They feel strongly that induction procedures provide a good start to school-life and say their children like school. The majority of parents are confident that their children are not bullied or harassed. The school deals quickly and effectively with any concerns they may have.

37. The school provides good information for parents. There is a well-presented school prospectus and a comprehensive annual report from the governors. Both documents meet legal requirements. The end of year academic report provides parents with sufficient information to know how well their child is progressing through the school. An annual questionnaire is circulated to parents seeking their views on improvements and the school takes these into account. Following consultation, parents' workshops were introduced. Staff meet with parents formally each term and discuss their child's targets for the ensuing period. They provide parents with curriculum information at regular intervals and workshops about homework enable parents to help their child's learning at home. Interpreters are present to help those families with English as an additional language take part in the life of the school.

38. There are good links with the adjacent junior school, which ensure transfer arrangements for children leaving Year 2 and starting in Year 3 are smooth. There are regular meetings between staff and the exchange of information makes sure that children have a good start to the next stage of their education. The school has identified the need to strengthen those links with local pre-school groups. Whilst there are visitors to the school which enrich the curriculum, the school has identified the need to be more outward-looking in seeking further community support, particularly with local businesses.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are good. Key staff in literacy, numeracy and the Foundation Stage are also influential in raising standards and enabling children to overcome barriers to their learning.

Main strengths and weaknesses

- Leadership, management and governance have improved since the last inspection.
- School self evaluation is a rigorous process.
- An excellent commitment to the inclusion of all children in the life of the school.
- Leadership is forward thinking.
- Subject leaders, especially in English and mathematics, take responsibility for standards in their subjects.
- Procedures for setting and monitoring the school budget are thorough and prudent.
- A sharper focus on raising children's achievement is needed within the school's improvement plan.

Commentary

39. The current headteacher has been in post since 2000 and has had a significant impact on the school. Leadership and management are good and this is an improvement since the last inspection. The school's aims and policies are implemented fully and there is a strong sense of teamwork with no evidence of the resistance to them that was found in 1998. This is because the headteacher and deputy headteacher encourage many opportunities for collaboration. High expectations for all are communicated and the strong commitment to raise standards through good quality teaching and learning is recognised.

40. School self evaluation is a rigorous, honest process. Senior staff and governors have a clear understanding of the strengths and weaknesses of the school. They build on the strengths and are not afraid to take determined action to ensure a good quality of education for all children. For example, the school now makes its own provision for children who speak English as an additional language. This has brought about an increase in the achievements for these children as they receive support that is well targeted, often in their own language, so that they can play a full part in the life of the school.

41. The leadership is forward thinking. It has a very clear view of the school's development over the next few years and this is reflected in its long term strategic and school improvement plans.

Parents have full confidence in the school, with almost all parents responding to the questionnaire and a good number attending the pre-inspection meeting stating that they believe the school is led and managed well. The headteacher, key staff, together with the governors have an excellent commitment to the inclusion of all children in all aspects of school life, regardless of race, gender or special need. Staff also represent the cultures in the school and provide successful role models for the children to follow.

42. The literacy and numeracy subject leaders have taken the lead in implementing the national strategies effectively. They have given colleagues the confidence to improve their practice offering considerable support and guidance about the most effective ways to teach these subjects. Additional professional studies in literacy, have brought about successful changes in the ways children are motivated to write as well as they can. This has also had a significant impact on the achievements of children who speak and write English as an additional language. For example, children write letters to their class bear, inviting them to their home for the evening. Children then write a diary about the stay and talk about it to their friends the following day. In addition to literacy skills, this promotes speaking and listening skills well too. The Foundation Stage leader is new to the role, but has already made very good changes to teachers' planning to ensure children's various needs are met and link to the areas of learning. There is work to do in improving the impact of the subject leader in information and communication technology. Teaching assistants have been involved in many of the developments and so their effectiveness has also improved, enabling children to achieve well.

43. Monitoring is good. There are well developed systems for monitoring children's achievements, teaching and learning. Subject leaders and the headteacher monitor lessons and scrutinise children's work and teachers' planning to identify strengths and areas for development. A range of data, including the analysis of test results, informal assessment and children's attendance rates is collected to check the impact of provision on children's learning. In literacy and numeracy, subject leaders feedback the results of their findings and help colleagues to set targets for improvement for individual children. This detailed work, together with the determination of the staff to do their best for the children, is enabling the school to tackle the barriers to children's learning. These include frequent movement in and out of the school, poor attendance, and challenge for the older as well as brighter children in mixed age classes and in some cases low expectation of what children know and can do.

44. Leadership in respect of special educational needs is good. The school has developed a more focussed approach to the provision of special educational needs since the beginning of this academic year. Good differentiation of work for lower attaining children within lessons means that individual education plans are more focused for those children with specific learning needs. This allows them to receive the support which best meets their needs. The special needs teacher works closely with class teachers to identify where the greatest priority is for supporting these children. The special educational needs provision is led jointly by the headteacher and part time special educational needs teacher. This ensures the area of special educational needs has high priority and reflects the school's commitment to inclusion. The management of special educational needs is good. The quality of provision and the impact this has on the achievement of children is monitored systematically. For example, the school analyses the results of children with special educational needs from assessment tests to see if provision is having an impact on the standards they achieve and what else the school can do. Learning support assistants are well deployed and receive appropriate training. Resources are deployed effectively to the benefit of children.

45. Leadership and management of the provision for children with English as an additional language is also good. Now that the school is fully responsible for its provision, money and assistance is targeted to the children with most need. Provision and children's progress are monitored carefully, as is the work set for them in class.

46. Governors are more involved in the work of the school than they were at the time of the last inspection. They use their expertise well to benefit the children. They are fully involved in the

formulation of the school's improvement plans, so that the action taken to meet the school's targets is supported very effectively through appropriate financial resources.

47. The governors fulfill their statutory duties well. They have a clear understanding of the school's strengths and weaknesses. They make an effective contribution to the devising and monitoring of the school improvement plan and ensure that its priorities are suitably supported through careful financial monitoring. Their procedures for setting the budget and monitoring spending are rigorous and prudent. Good care is taken to ensure that good value is obtained when money is spent.

48. The governors' finance committee closely monitors the school budget and ensures that the principal areas of expenditure are closely tied to the school's improvement plan. Specific grants are used effectively for the purposes for which they were intended. This represents an improvement in the past eighteen months in the use of the specific grant for children who speak English as an additional language. The governing body evaluates the impact of spending decisions on children's learning with regard to provision for particular groups of children, but there is scope for this to be developed. To do this, there needs to be a sharper focus on raising children's achievement and standards of attainment within the school's improvement plan.

49. The school makes good use of modern technology in its financial management and has effective financial controls and administration. Systems and procedures are effective with clearly defined responsibilities and this allows everyone to get on with their work. There is a very effective working partnership between the headteacher and the office administrator. The day to day procedures for financial management and control are better than at the time of the previous inspection and the experienced office administrator has a good understanding of where to seek outside support or information when this is required. The very good termly financial reports enable the governing body to monitor the school's finances effectively and efficiently.

Financial information for the year April 2002 – March 2003

Income and expenditure (£)	
Total income	585980
Total expenditure	579280
Expenditure per pupil	2145

Balances (£)	
Balance from previous year	54219
Balance carried forward to the next year	60919

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

In each of the areas of learning teaching is very good in the Nursery and Reception classes. There are very good links between each aspect of the Foundation Stage curriculum so that children acquire many skills at a rapid rate. Children's attitudes are very good and these stem from the high expectations of good behaviour and what children can achieve by the teachers, nursery nurses and teaching assistants. Many activities stimulate children's curiosity, promote speaking and listening skills and allow children to use their initiative really effectively. This very good provision is hindered in the Nursery by a lack of space, which limits the number and range of activities available to the children to do with adults or using their initiative. The room is cramped and crowded. There is no kitchen or room for the staff to prepare snacks in hygienic conditions, nor are there the resources to wash and dry clothes or classroom materials. The resources are stored safely, but these take up valuable floor space and children are unable to access them independently. Staff in the Nursery do very well to overcome these difficulties, but the room was not built for Nursery provision. The outside areas have been improved a great deal and good use is made of these to enhance learning.

Relationships throughout the Foundation Stage are high quality and help the children to become confident, have high self esteem and learn a lot. The support for children with English as an additional language or special educational needs is good in all the areas of learning. Tasks are matched to children's particular needs. The bilingual teaching assistant enables children who are at an early stage of learning English to understand stories, develop the correct English vocabulary in role-play situations, such as the shop, and to be confident in speaking and reading English.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children show very good behaviour, attitudes to learning and kindness to each other.
- Staff take care to ensure the cultures of the different groups within the school are respected.

Commentary

50. Children respond very well to the high expectations of all staff that they will behave well and work happily with their classmates. They are on course to exceed the goals set for them at the end of the Reception Year. Sometimes children become engrossed in an activity and their classmates do not interrupt them. At other times, children play very happily together helping each other to learn. They take responsibility for tidying up the classroom, help each other to put on or take off aprons and hang them up. Behaviour is very good and allows teachers to work with small groups uninterrupted. Displays and examples of children's work shows great care, especially in drawings, art work and the formation of letters.

51. Skills, such as being kind, are taught specifically through *Circle Time*. These lessons usually include a problem that children need to help solve. In a *Circle Time* that was observed, the problem was presented through puppets. *Susie Squirrel* complained that *Freddie Frog* would not share his toys with her. The children explained to *Freddie* fair ways of sharing toys so that everyone could be happy. Also in this lesson, children thanked each other for an act of kindness. For example, *Thank you for bringing your skipping rope to play with me*.

52. Children learn about the different faiths of the groups in the school. At the time of the inspection, the Festival of Divali had recently taken place. Children learned about the story of *Rama*

and Sita and art work was based on light that shows through different coloured cellophane. This gave the children clear insight into the culture of some of their classmates which they respect.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The brighter children exceed the early learning goals.
- Staff provide many interesting ways to develop children's communication, language and literacy skills.

Commentary

53. Detailed assessments by all staff ensure that the needs of individual children are identified and met. Brighter children are challenged well and soon learn to write independently in the Nursery and this is built on in the Reception classes. This means their developing skills in reading and writing are enhanced and improve at a fast rate. These children can already read and write simple sentences and speak confidently.

54. Children's enthusiasm for learning, willingness to listen carefully to their teacher and eagerness to participate in repetitive phrases in stories means they quickly begin to form their letters and try out their reading skills. Provision includes, specific teaching of sounds that letters make, stories that allow children to predict what might happen next, role-play, telephone discussions, forming letters and names from modelling clay and free writing areas. There is also an area for children to write and post letters to their class toy, such as *Zipper the Cat*. These activities are very successful in promoting skills in this area of learning and place demands on children to write without help. Children with special educational needs work on tasks that link well to their individual education plans. Those with English as an additional language play a full part in whole class lessons and are also given specific support to ensure they have the required English vocabulary to contribute to lessons during the week and to communicate effectively with their classmates. They also develop spoken skills in their own language when playing together with their friends from the same background.

55. All staff interact well with the children, listening carefully to them and extending their spoken language. Puppets are used effectively to tell traditional stories and help children understand the characters in the books. The attainments of the children are broad when they enter the school, but mostly they are below those normally expected in the Nursery, especially in their speaking skills. This very good provision means many children achieve very well and are on course to meet the early learning goals.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Practical work makes learning real for the children.

Commentary

56. Staff throughout the Foundation Stage provide a wide range of games and activities that help children to learn to count up to ten and beyond, write and recognise numbers, name different shapes or coins and measure length, capacity and volume. As a result, they are on course to meet the early learning goals set for them at the end of the Reception Year. Mathematics is also linked to

art work. For example, children make pictures of faces and people from different two dimensional shapes. Handprints have numbers from 1 to 10 written beside each finger. These help children to learn to count in ones and fives. Shopping in the *Supermarket* or *Shoe Shop* gives practical experiences with real money. Displays that involve children in finding out information, such as *How long is your foot?* *Can you play this money game?* also do much to promote their mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Interesting activities that help children to learn about the world around them.

Commentary

57. Children are on course to meet the early learning goals at the end of the Reception Year because teachers place strong emphasis of developing children's curiosity. In the Nursery, children know about different kinds of vegetables and what they need to grow. In the Reception classes, cooking items, such as porridge and mini pizzas, helped them to understand what happens when food is heated. These activities also develop mathematical skills in weighing and measuring. In the Nursery, children use computers to help them to learn to count, recognise shapes or letters. Often children listen to stories on tape and are beginning to use digital cameras as part of their work.

58. Activities such as:

- designing and making *Incy Wincy Spider climbing up the spout*;
- learning about people who help us;
- thinking about events in the past;
- visits to places of interest;
- caring for the environment;
- helping to design the improvements to the outside of the school;
- making treasure maps of the Nursery garden;
- drawing maps of their route from home to school;

also contribute effectively to children's knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are challenged to achieve within the early stages of the National Curriculum.
- Good cross curricular links.

Commentary

59. Children are on course to exceed the goals set for them at the end of the Reception Year as they are already working at the first stages of the National Curriculum. In the Nursery, children play with small toys and malleable materials to help them to develop their hand control. Activities, such as modelling their names or numbers in dough help to develop skills in literacy and numeracy as well as their physical development. In one activity observed, children enjoyed putting their hands into a box in which the teacher had hidden different kinds of vegetables. They had to feel a vegetable carefully and describe it so that a friend could guess which vegetable had been found. This promoted speaking and listening skills very well, as well as the physical senses. In the outside area,

children ride on tricycles and manoeuvre small cars, taking care not to bump into anyone. All areas of learning are taught in the classroom and outside.

60. In the Reception classes, children really enjoy their physical education lessons in the hall and on the trim trail. In the very good lesson observed, children carried out a wide range of movements that also reflected work in mathematics. These included the use of vocabulary such as, *large, small, big, stretched and curled*. Children transferred these movements successfully from the floor on to apparatus. The teacher's high expectations enabled children to work together very successfully to get the apparatus out and later to put it away carefully. The children knew how to work safely and consider others as well as the impact of exercise on their bodies. Very good teaching helped children to gain confidence in skills, such as balancing and to refine their performance to achieve as well as they could. Children with special educational needs and English as an additional language were supported well and played a full part in the lesson.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- In art and design, teachers place strong emphasis on developing children's observational skills.
- Many activities allow children to play imaginatively.

Commentary

61. Very good teaching means children are on course to meet the early learning goals at the end of the Reception Year. In the Nursery, children mix paints and explore colours. Large pictures of animals found in the zoo on display during the inspection are very good. In the outside area, children paint very large pictures on large marker boards using paints with washing up liquid in it. This allows children to experiment with different textures, large and small paint brushes and mix colours to create abstract pictures according to their mood. Paintings and drawings of cars reflect children's developing observational skills. Water, sand and role-plays are varied and give children the chance to use their imagination. In discussion with adults, children's speaking and listening skills are developed very well and their vocabulary extended.

62. In the Reception classes, children look at the pictures of famous artists, such as Van Gogh, and use them as a stimulus for their own pictures. Drawings and paintings of flowers, such as winter pansies and irises based on the ideas of Van Gogh, are high quality. Teachers show the children how to use pastels and paints effectively and how to develop their observational skills carefully so that their finished pictures are pleasing. The children observed carrying out these activities were engrossed in their work following the teacher's guidance. Role-play activities, such as *The Shoe Shop*, make learning real, enjoyable and extend children's vocabulary. The *Story Garden* also plays a major part in developing children's creativity as they make up stories to tell each other when sitting on the storyteller's chair.

63. In the Foundation Stage, staff draw on other cultures for their work in art and design. For example, the Nursery children made paper sculptures using the colours from Divali celebrations. They also made attractive saris. The children contributed to the mosaic in *The Friendship Garden*, giving them an important part in the development of the school.

SUBJECTS IN KEY STAGES 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Children write with enthusiasm and confidence.
- Teachers assess children's writing accurately in line with the National Curriculum.
- Attainment is good in speaking and listening.
- The subject is very well led.
- Spelling strategies are not as well developed as they might be.
- Brighter children are not always challenged consistently.
- Marking is inconsistent.

64. Standards in reading have remained steady over the past three years despite variations in the abilities of the children and number taking the tests. This steady profile reflects the effective way the school targets support to promote maximum achievement for all children. In 2003, children reached similar levels when compared to children in all schools and very well when compared to children in schools with a similar intake. In writing, standards vary year on year reflecting more closely the make up of the abilities of the children in the year group. Standards in 2003 fell below national levels of attainment, but were above those achieved by children in similar schools.

65. Records show that many children, including those from minority ethnic groups, those with English as an additional language and children with special educational needs achieve well by the time they leave the school. Additional support is provided for children who require it and work is carefully planned to meet their needs. Most of the extra support occurs during normal class lessons, but in the afternoons, groups or individuals leave their classrooms to take part in extra reading and writing activities, such as the Year 1 Early Literacy Support programme. Monitoring shows that these interventions are effective. Some brighter children do not make the progress of which they are capable because they are not always challenged sufficiently in lessons and expectations for their achievement are not always high enough across the school.

66. Standards in speaking and listening are good. Children listen carefully to their teachers, other adults and each other, and speak confidently and clearly using a wide range of vocabulary. The inclusion of drama, 'talk partners' and quality discussions in literacy lessons has a very positive impact in developing speaking and listening skills.

67. Reading has a high focus in the school and most children make good progress. Skills, including the use of phonics, are systematically taught and teachers read to children regularly and encourage them to develop a love of books. A new structured reading scheme has been introduced recently. This together with good use of the library, the choice of books for group reading and 'big books' shared with the whole class ensures a rich reading diet. Children show a real interest in books and read expressively in whole class sessions taking note of punctuation. There are many opportunities during the day for children to read as a class, in groups or alone and for children who find reading difficult, regular one to one support is provided. The school library is spacious, bright and comfortable and is used often. Children change their library books regularly and take them home to read along with other books. Fiction books arranged in book boxes by author are easily accessible to even the youngest children, but non-fiction books, although clearly catalogued, are stored on high shelves. A mobile library visits the school each week and Year 2 children enjoy going to visit it. It does, however, cause disruption to the timetable. Parents and carers are encouraged to take an active part in their children's reading development and the school provides helpful information and training sessions to support them to do this effectively. Teachers keep detailed records of children's reading progress and these are monitored regularly by the subject leader.

68. Children at the school write enthusiastically and confidently. Their writing can be seen all round the school, as they sign up to join the gardening club, explain what they enjoyed on a recent trip and on the postcards they send to Barnaby Bear when they go on holiday. A display based on the theme of Remembrance showed examples of particularly thoughtful responses: *When I see a poppy I think of people that are homeless and lose their children and I want to cry forever.* This illustrates the child's willingness to try and write independently and the high value teachers place on recognising each child's efforts publicly.

69. Class characters are used effectively by all teachers to give a real purpose and audience for writing. Children write letters inviting the characters to come and stay with them. When the character goes home with them, they write a diary entry explaining what the character has done, which on return, is then read to the rest of the class. Message boards in every classroom are also enthusiastically and regularly used. Children in Year 2 have a special writing session each week where, supported in small groups, they have time to write at length. Other factors impacting on the development of quality writing across the school include:

- the provision of a real purpose and audience to motivate children to want to write;
- opportunities for children to write at length in a range of genres and across the curriculum;
- individual writing achievement books that clearly show children's progress and the National Curriculum level they are working at;
- the high value teachers place on children's attempts to write well;
- the provision of an atmosphere where children feel safe to 'have a go.'

The school identified the need to develop children's spelling strategies. It has taken determined action over the past year to improve the standard of spelling, with some success, but there is still work to do.

70. In the lessons seen, teaching ranged from excellent in Year 1 to satisfactory in Year 2. In the excellent lesson, children were clear about what they were expected to learn. All children were fully involved throughout with additional adults deployed effectively to support children with special educational needs and those with English as an additional language. Activities were clearly focused on learning and expectations for behaviour and learning were very high. In the satisfactory lessons, strengths in whole class teaching included opportunities for children to be fully engaged in their learning through the use of 'talk partners' and open questioning that encouraged children to explain their understanding. Group sessions following whole class teaching were not as effective as they should have been, particularly when each group had a different learning objective that did not necessarily link to the main focus for the lesson. In such sessions, doing the task often took priority over developing particular learning strategies. Lesson plenaries were then not as useful as they might have been because they did not help children to understand how their learning had progressed and what they might do to improve further.

71. The subject has a very good leader who has worked energetically with staff to put strategies for improvement into practice. *Story Sacks*, a new reading scheme, the reorganisation of the library and children's enthusiasm for writing following the introduction of class characters are all directly attributable to the subject leader's influence and continuing professional development.

Language and literacy across the curriculum

72. Language and literacy is given a high focus at all times and there are many opportunities for children use these skills in other subjects. Teachers' medium term planning shows where and when these links are to be made and displays reflect the successful implementation of these plans.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Challenging targets for the number of children to reach Level 2 and above were met in 2003.
- Too many children only just reach the nationally expected Level 2, as some teachers' expectations are not high enough.
- Children's attitudes are very good.
- A good balance between formal and practical work, so that mathematics is also used well across the curriculum.
- Information and communication technology is not used often enough to enhance standards.
- Leadership and management are good.

Commentary

73. Standards in mathematics are typical of those found in most schools in Year 2. This is similar to the time of the last inspection. However, results have risen and fallen over the last four years depending on the number of children in the year group with special educational needs. There is evidence that children who are not attending are not reaching the standards of which they are capable. The 2003 results that were below average when compared to all schools nationally were expected as the school tracks the children's progress carefully. The school's performance when compared to similar schools was very good in 2001 and 2002 and good in 2003. This shows children achieve well.

74. The school set itself challenging targets for the number of children to reach or exceed the nationally expected Level 2. These were met and the target for the number of children to reach the higher than expected Level 3 was exceeded. This is because teaching is mostly good and children have very good attitudes towards the subject. However, too many children only just reach the nationally expected level and the school is investigating this. During the inspection, feedback to staff about the findings from monitoring of children's progress this year, resulted in some children's individual targets for the next term being reduced, especially for the brighter children. The curriculum leader is to review the progress of these children again in the New Year to ensure they are making the expected progress and are not held back by low expectations.

75. Children's attitudes to learning are very good. They apply themselves very well when working on practical tasks and in group work help each other. The children said that they enjoyed mathematics. When asked to share a piece of work that they were proud of, one child said, *I am going to show you a piece of work I got wrong, but I know how to do it now. It shows I am learning.* Teachers promote children's confidence and self esteem at all times so that they feel they can achieve as well as they can and learn from their mistakes. Homework enhances children's achievement. Tasks to be done at home are different according to the children's abilities. Parents stated they felt homework was also very helpful in enabling them know how well their children were doing as it builds on work they are doing in school.

76. The National Numeracy Strategy has been implemented effectively. The three part lesson offers children good opportunities to take on new learning and to apply new skills immediately in practical work often requiring children to work together well and share their ideas. At the end of the lesson, most teachers revise what the children have learned and remind them about how this will help them in their work during the next day. Teaching is mostly good and tasks planned to meet the needs of the children with special educational needs. Group work helps children with English as an additional language to acquire new vocabulary and develop their understanding through visual, oral and sensitive means. Mathematical work is built into trips further away or in the local environment that make the learning real for the children.

77. Information and communication technology has been used to help children learn about coordinates. Teachers have used a small computerised robot for this. However, computers are not used often enough to raise standards in the subject. This is because the computer suite is too small and teachers do not build information and communication technology into their lesson plans sufficiently

78. Leadership and management are good. The curriculum leader analyses national tests results to identify areas that are strengths and those where more work is needed to raise standards. In addition, there are regular reviews of children's progress with staff in Years 1 and 2 and targets for achievement are set. Each child's progress is analysed with the class teacher and reasons for slower progress are discussed along with ways to enhance achievement. These are not always challenging enough for the brighter children. The subject leader has identified the need to look in more detail at the ways in which the number of children reaching the nationally expected Level 2 more securely can be increased.

Mathematics across the curriculum

79. Mathematics is used effectively across the curriculum in geography, science, physical education design and technology and art and design. Children helped to design the improvements to the school grounds and these involved measuring the new gardens and making sculptures and mosaics to fit on the playground wall. Teachers make good links across subjects and mathematics is a strong feature in role-play.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Children make satisfactory progress across the school and reach average standards by the end of Year 2.
- Children behave well and are keen to learn.
- Overuse of worksheets and television programmes limit opportunities for scientific enquiry.
- Children have too few opportunities to use information and communication technology to enhance their achievements.
- There is insufficient challenging and investigative work for the brighter children.
- Monitoring of teaching and learning is not developed as well as in literacy and numeracy.
- There is a lack of rigorous assessment for the investigative strand of the subject.

Commentary

80. In 2003, teachers' assessments indicated that standards were good in national tests for children aged seven. When compared to schools with children from similar backgrounds, the school's performance was very good, especially in the number of children reaching the higher than expected Level 3. Currently standards in science are typical of those found in most schools nationally. This is because some of the brighter children are not being challenged enough in Year 2 and in some cases; the teacher's subject knowledge is not good enough to correct errors. For example, in a lesson observed, brighter children had difficulty in explaining the differences between solids and liquids. They described the process of freezing, as melting. These errors were not corrected. That said, in discussion, children in Year 2 know that some materials are natural and others are man-made. They know by experimenting that twisting, stretching, squashing, bending and heating can change materials. Children understand the dangers of electricity and can make a simple circuit to light a bulb.

81. Children in Year 1 are developing their understanding of forces and sort toys correctly into groups depending on whether they move by pushing, pulling or both. Children show curiosity and enthusiasm as they work and share ideas and equipment within the group. They are keen to take

part in discussions and children with special educational needs and those with English as an additional language are given good support so that they are fully included. Behaviour in lessons is good. These very good attitudes and relationships do much to enhance the positive atmosphere for learning.

82. The quality of teaching seen in the science lessons during the inspection ranged from unsatisfactory to good. In a good lesson in Year 1, the teacher was well-prepared and planned activities that captured the children's interest. The lesson had a good pace and time and resources were used well. A well-planned introduction set the learning in context and questions were used effectively to link the lesson with the television programme the children had watched the day before. Learning support assistants and adult helpers were effective in their support, using questions to challenge children to think hard and discover things for themselves. Children were encouraged to discuss their findings and show what they had learnt. This was not consistent across the school. Children talked confidently during the inspection about the facts they had learned from previous lessons. However, the scrutiny of work indicated slower progress in the acquisition of skills of scientific enquiry. There were few examples that children had been making predictions, taking measurements and using simple tables to present their results. Brighter children are not given enough opportunities to suggest how an idea may be tested, to carry this out and record the results independently. Often undemanding worksheets guide the activities and children become confused about what they have to do. These characteristics were evident in an unsatisfactory lesson,

83. At present, work is recorded in workbooks and worksheets are stuck into topic books. This system makes it difficult to monitor progress over time as work is not always dated. Too many worksheets limit the development of scientific enquiry skills. Presentation of children's work is satisfactory. Work is marked and recognises children's efforts, but few comments are made about what has been achieved or improvements that could be made. In some classes, worksheets are left unfinished and this interrupts the development of knowledge, skills and understanding.

84. The school's science programme covers all the required areas of work in the National Curriculum. Teachers plan together in their year groups so that they can share ideas. This is particularly effective in Year 1. The science curriculum is planned satisfactorily, but relies heavily on the use of television programmes and undemanding worksheets that are the same for all children.

85. The subject leader has held responsibility for the subject for just under a term, but is teaching in the Foundation Stage. This means the subject leader has not had the opportunity yet to be directly involved in the planning and teaching of the subject in Years 1 and 2; as other issues have taken precedence. However, there is a good action plan to improve provision during the year. This includes revision of the programme of work, the re-evaluation of the use of television programmes and worksheets and to devise new assessment sheets for scientific enquiry.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Good use of a digital camera to support and enhance learning in geography and art and design.
- A lunchtime computer club run by a teaching assistant increases children's access to computers for graphics programmes in Year 1.
- Information and communication technology is not used effectively enough to enhance children's achievements in other subjects.
- Insufficient direct teaching of computer skills limits the progress made by children.
- Procedures for monitoring and evaluating provision and standards in information and communication technology have not been developed effectively.

Commentary

86. Children's attainments in information and communication technology are below those normally found in Year 2 and this is not as good as at the time of the last inspection. Judgements are based on the scrutiny of displays, children's work, teachers' planning and assessment records. Discussions were also held with staff and children. The school's provision for information and communication technology has not kept pace with national developments and expectations.

87. Currently Year 2 children can log on and off, control the mouse and use the functions of some keys successfully, for example, using lower case letters and deleting phrases when word processing. They know about saving and printing their work, although some need the help of the teacher to complete these tasks. They use the mouse controller successfully to draw pictures using an art programme. They know that information and communication technology involves devices other than the computer. For example, they have used digital cameras successfully in their geographical work. The children understand the importance of information and communication technology in everyday life.

88. Children use an individual password to log on but, as yet, they do not have the opportunity to save or retrieve work from their own file. Computer programmes have helped the children to draw pictures in the style of Mondrian, but in the main, too little use is made of computers to support and extend children's learning.

89. The use of the Internet is still a developing aspect of the curriculum and the children have little experience of E-mail. The majority of children do not get sufficient time to practise their computer skills. This is because they use computers essentially on a rota basis, briefly once or twice a week. This limits the rapid development and recall of their skills. For example, although they know the functions of some keys, they often take too long to locate them. However, when working with partners on a computer, they show good levels of co-operation and develop their social skills well. The school's computer club enables children to practise and refine their skills using a graphics programme.

90. Since the school was last inspected, a small computer suite with seven computers linked to the Internet has been added. There are at least two other computers in each teaching area and a trolley of eight laptops in Year 1.

91. Little direct teaching of information and communication technology skills was seen during the inspection. Where it was seen, all the children in Year 1 were grouped in front of a large screen, at the end of the day and watched while the teacher demonstrated how to move items around the screen to dress a teddy bear. The children were unable to practise their skills immediately. The next day, when they came to use the programme, they could not remember what they had learned and had to be helped by a teaching assistant on an individual basis.

92. Leadership and management are unsatisfactory as developments have not kept up with the national picture. The subject leader manages the equipment in the computer suite and in the classrooms. Expectations of what children can do are not sufficiently high enough. Provision for the monitoring of teaching and use of information and communication technology over time is not developed enough to drive developments forward from clear information about strengths and weaknesses. The subject leader plans to include an increased number of computers, the purchase of an interactive whiteboard and improvements to the computer suite in future developments, but is reluctant to spend funds. The accommodation presents challenges, in that there is little space to house the computers and enable whole class teaching. There is a lack of long term strategic planning to improve provision.

Information and communication technology across the curriculum

93. Information and communication technology is currently used to provide activities within subject lessons rather than to enrich and enhance achievements across the curriculum. The senior managers know that this is an area that requires further development.

HUMANITIES

94. The humanities were not a major focus for the inspection. Judgements on the overall provision in history could not be made. From subject leaders' folders, displays, teachers' planning and children's work it is clear that the humanities are given high status in the school with all subject leaders receiving release time to monitor their subject and feedback their findings. They evaluate planning and children's work, observe and support teaching and learning and offer advice to other members of staff. Subject leaders also monitor standards and children's achievements.

95. In **history**, good use is made of visits to give pupils first hand experience of the subject. In Year 1, children have visited Hall Place in Bexley to find out about old toys. After studying *The Great Fire of London*, children in Year 2 travelled to Pudding Lane to see for themselves where the fire began. A recent trip to *The Cutty Sark* was remembered very well by Year 1. Effective links are made with literacy when children write confidently and at length during their history lessons. For example, they described how in 1666, *London bont like rotton stics*, and that the steps in Rochester Castle are *slippery, bumpy and narrow*. Children have an appropriate sense of past and present and in Year 1 can say with conviction that *plastic wasn't invented in the olden days*. In Year 2, children show that they know how to find out about the past by *the diry of Samuel Pepys, looking at old things in mooseums and by other pepol*. In the lesson seen during the inspection, a historical story was brought alive by the teacher as she showed the children an ancient jug, flat iron and stone water bottle.

GEOGRAPHY

No lessons were observed in this subject during the inspection. However, there is sufficient evidence to indicate that provision in geography is **good**.

Main strengths and weaknesses

- The curriculum for geography is rich, broad and balanced.
- Children achieve well and reach above average standards.
- The subject contributes well to children's personal development.
- Trips are used well to support a range of cross-curricular work.

Commentary

96. During the inspection, it was not possible to observe the teaching of geography because of the organisation of the curriculum. Judgements are based on an analysis of children's work, discussions with teachers and children and examination of the school's planning. The evidence indicates that standards are above average in Year 2, exceeding national expectations. All children make good progress, including those with special educational needs and English as an additional language. This is better than the judgement at the time of the school's last inspection, when children's attainment and progress were judged to be satisfactory.

97. In Year 1, children have a good understanding of their own locality. Their work indicates that teachers have successfully used the road in which the school is located to extend children's geographical understanding of their immediate environment. By identifying some of the features of the locality, children show an increasing awareness of what they would like to see improved. One child wrote, *I would like to see less rubbish in Belvedere*. Through their study of buildings and houses, children develop a greater knowledge of different types of buildings and their purposes in the local environment.

98. Children relate specific human and physical features to a given place and understand that other places may be different from their own locality. In Year 2, children study Mexico and the contrasting localities of Ramsgate and Belvedere. Thorough coverage of the curriculum and links to other subjects, especially history, numeracy and literacy, enhances children's achievements. There is evidence of the steady development of mapping skills, with even very young children being

encouraged to draw routes and simple maps using keys. In a Year 1 class, a display showed children's own maps identifying features, such as houses, shops, and other landmarks on a walk to the town. Children used digital cameras well to record the route. There was further evidence in books of work on islands, routes, and plans for the playground, which illustrated children's growing knowledge and understanding of places and their increasing use of geographical enquiry skills.

99. In very good interactive displays in Year 2, maps of the British Isles and the world have been used as a focus for links with literacy where staff and children send postcards from around the world to the school. This also helps children to understand where their friends' families live in different parts of the world.

100. The school's medium term planning for geography is good and has been carefully developed. The subject is led by a very experienced teacher who has an appropriate overview of the subject and provides good leadership and management. Resources are good to support the teaching and learning. The use of information and communication technology to support children's learning is an area identified for further development. The school makes good use of visits to extend the children's geographical knowledge and understanding. The subject makes a good contribution to children's spiritual, moral, social and cultural development, as they have the opportunity to learn about their own and other countries around the world.

RELIGIOUS EDUCATION

Provision in Religious Education is **satisfactory**.

Main strengths and weaknesses

- Religious education makes a good contribution to children's personal development.
- Assemblies and *circle times* provide good support to children's learning and their spiritual and moral development.
- Insufficient use is made of information and communication technology to enrich the curriculum and enhance children's learning.

Commentary

101. Only two lessons were seen during this inspection, so it is not possible to come to an overall judgement about the quality of teaching of religious education. However, the school keeps some samples of children's work. These, together with discussion with the children and scrutiny of the subject portfolio, show that overall attainment at the age of seven is still in line with that expected for children of that age, thereby maintaining the standards seen at the time of the previous inspection. Children make sound progress as they move through the school, getting to know some Bible stories and the significance of religious festivals from different faiths. Currently children in Year 2 can explain the main festivals of the Christian calendar, and have learned some elements of the life and ministry of Christ. They know that the Bible is a repository of stories of importance to Christians.

102. Children, including those with special educational needs, make satisfactory progress. Those learning English as an additional language achieve well and some enrich discussions from their experience of their own faith and way of living. Children gain secure knowledge of different faiths, learning about the way in which beliefs affect the way people live their lives. The subject makes a good contribution to children's spiritual, moral, social and cultural development within individual lessons. The warm and caring ethos of the school is promoted through religious education lessons and children are expected to help one another and learn together happily. Teachers also develop children's ability to see similarities and differences between faiths effectively. This is because teaching is well-planned and structured. There is a good balance between imparting knowledge and providing opportunities for children to consider important questions about values and beliefs and to make personal responses.

103. The lessons observed were satisfactory. Teachers use a variety of approaches including stories, discussion and religious artifacts to good effect to motivate children and develop their knowledge and understanding. Teachers involve children in their work sensitively and use challenging questions to develop their responses and their thinking. This means that children explore the values and beliefs of some of the major world religions, such as Christianity, Islam and Sikhism, and reflect on how those teachings might be relevant to their own lives. Children have examined the reasons why a church is a special place for Christians, the symbolism of baptism and the significance of major festivals like Christmas and Easter.

104. Teachers' calm and efficient management of children promotes learning well because they feel secure and able to ask questions and develop their thoughts and ideas. A quiet, focused atmosphere was evident in an assembly where children were taught about the Muslim festival of Eid – Ul – Fitr. Teaching was confident, knowledgeable and well paced and linked with their previous assembly lessons on festivals. The headteacher enabled a Year 2 child to speak confidently about her experiences of fasting for four weeks. This helped the children to appreciate Muslim spiritual values.

105. Speaking and listening skills are developed well in the subject; children share their ideas willingly and have respect for the contributions of others. Recorded work appropriately broadens children's experiences of writing, but they have too few opportunities to record their learning in religious education or use information and communication technology. This is due to religious education being taught in whole year groups by one teacher.

106. The subject leader for religious education is an experienced teacher and suitably qualified in the subject. She has ensured a good range of resources are available to support learning. While the subject leader has a sound general awareness of the work being undertaken in other classes, she has not been able to undertake any systematic monitoring of curriculum coverage or teaching standards. Visits and visitors enrich children's learning successfully.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

107. One lesson was seen in design and technology and two in physical education. Scrutiny of children's work, including photographs of work from previous years, subject leaders' files and discussions with children form the evidence base. Only one session of music was observed. This was children in Year 2 learning songs for the Christmas presentation. No art lessons were observed in Year 1 and 2. Displays of work were scrutinised.

108. There are many high quality examples of **art and design on display** around the school. Staff use famous works of art as stimuli for the children, such as the sculpture of *The Angel of the North*. The work of Lowry inspired work on the texture of houses, towns and the clothes that people wear. Using a good range of media, such as printing, rubbings, marbling and painting with very thick paints staff have built up very good examples of work in the style of Lowry. This also links to geographical studies about homes and houses. Portraits, pictures of animals and models all show high levels of confidence in expressing ideas. Computer programmes have been used in some classes to work in the style of Mondrian. Art and design is used effectively to help children to illustrate their understanding of important events in history, such as the *Great Fire of London*. Paintings of people, one metre in size are used to give children a clear understanding of what a metre looks like and to use for measuring and estimating in mathematics.

109. In **design and technology** children talk confidently about different ways they can join materials together and show understanding of classroom safety, explaining clearly why they have to carry scissors in a certain way. They enjoy helping each other by holding a piece of material taut while another child cuts it; they share glue sensibly and show independence when working and selecting the materials they need to make their sock puppets *look like a polar bear* or *look like a shark*. Displays and photographs show that coverage of the subject curriculum is satisfactory. Children in Year 1 make bags and pencil cases. In Year 2 they make puppets and moving pictures. Children throughout the school follow recipes and cook food from around the world.

110. Design and technology is linked well with English where, in literacy lessons, children learn how to read and write instructions and recipes before they make the items themselves. The materials used are of a good quality helping children to take a pride in their work although when questioned, many are unable to evaluate what they have done and say how they could make it better. Visiting workshops broaden children's experience of the subject.

111. In **physical education** lessons children behave very well. They understand reasons for safety rules when using apparatus, take responsibility for their actions and spend time explaining what makes a movement effective. They learn how to link movements together on the floor and on apparatus, and understand that they have to work hard if they want to improve.

112. Training has been provided for all staff focusing on dance. Photographs show that children enjoy this, but time spent on other aspects of the subject is limited because the hall is used for a range of other activities including school dinners and assembly. The result is that children in Years 1 and 2 only take part in physical education lessons twice each week. The outside trim trail is timetabled for younger children to use during the school day which enhances provision for them, but older children only use it during break times. In Year 2, the football club is very popular and children have to take turns to attend.

113. In **music**, children sing tunefully and in unison. There is a music room and a good range of resources for children to perform their own compositions. They are developing an appreciation of music when they enter and leave assemblies. The name of the piece of music playing is explained to the children and they are given chance to listen to it. A range of music across historical periods and different cultures is played. Teachers' planning indicates music is taught regularly. Visitors to the school provide opportunities for children to hear and try out orchestral instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

114. Children's personal, social and health education is developed throughout the curriculum. It is also taught specifically through *Circle Time*. The Healthy Schools Award has given children a very good idea about healthy living. The provision for children's spiritual, moral, social and cultural development adds much to this aspect of the school's life. Children come first and their individual needs receive very careful consideration. As a result of the school's provision, children are confident young people.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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