

INSPECTION REPORT

Brewster Avenue Infant School

Peterborough

LEA area: City of Peterborough

Unique reference number: 110722

Headteacher: Mrs E Waterland

Lead inspector: Ray Morris

Dates of inspection: 10th-12th May 2004

Inspection number: 255601

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7 years
Gender of pupils:	Mixed
Number on roll:	174
School address:	Brewster Avenue Woodston Peterborough Cambridgeshire
Postcode:	PE2 9PN
Telephone number:	01733 565092
Fax number:	01733 565092
Appropriate authority:	The governing body
Name of chair of governors:	Mr Cliff Mills
Date of previous inspection:	18th January 1999

CHARACTERISTICS OF THE SCHOOL

Situated in the Woodston area of Peterborough, the school is smaller than the national average with 151 pupils aged 4 to 7 and taught in six classes. A further 47 pupils attend a nursery class part-time. The majority of pupils live locally. Much of the area is a mix of social housing with some rented and owner-occupied properties. The school serves families from a range of social circumstances but, taken together, these are similar to those found nationally. The percentage of pupils known to be eligible for free school meals is broadly in line with that for similar schools. The school has few pupils who speak English as an additional language, and none are at an early stage of learning it. The levels of pupils' literacy and numeracy skills when they start school have increased in recent years so that many pupils are now closer to the national average. However, a significant proportion of places in the nursery class is specifically allocated for pupils with special educational needs and so the overall percentage of pupils with these needs is above the national average, including four pupils who have statements that outline particular learning needs. This results in the overall level of pupils' attainment being below average when they start at Brewster Avenue. The school gained a School Achievement Award in 2001, the Basic Skills Quality Mark in 2004, and has Investors In People status which recognises that it has good systems to support and train its staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11982	Ray Morris	Lead inspector	Mathematics, Information Communication Technology, Physical education, Design technology
32670	Graham Saltmarsh	Lay inspector	
23288	Marianne Harris	Team inspector	Foundation Stage, Science, Art, Religious education
32645	Sandra Horley	Team inspector	English, Geography, History, Music Special Educational Needs

The inspection contractor was:

e-Qualitas Limited

Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 0RE

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brewster Avenue is a good school. Although many children join the school with below average skills in language and mathematics, very good provision in the nursery ensures that children are keen to come to school and eager to learn. The headteacher's good leadership, effective teaching throughout the school and very productive relationships with parents strongly contribute to pupils' good progress. By the time they leave, pupils' overall standards are similar to national averages and they achieve well. The school gives good value for money.

The school's main strengths and weaknesses are

- The headteacher's good leadership, with very effective support from governors, has created a very positive climate for learning
- Teaching is good and standards are above average in art and physical education
- Pupils are very well cared for and they behave very well
- Very good provision is made for pupils with special educational needs
- The school's relationships with parents is very productive
- Although the leadership and management of subjects are good, subject leaders do not yet focus as effectively as they might on the next steps needed to promote pupils' learning

Good progress has been made since the last inspection. The significant improvement in standards made last year has been sustained through the inspection. The school's care and support for pupils, and its relationships with parents continue to be major strengths. All the points identified for improvement at the last inspection have been dealt with. The headteacher's realistic evaluation of the school, and the support provided by the governing body, are a firm foundation for further improvement.

STANDARDS ACHIEVED

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

*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*

Pupils' achievement is good. Many children start school with below average skills in English and mathematics, and a significant number have special learning needs, some of them severe. Very good provision in the nursery and reception class ensures many reach the goals children are expected to reach by the end of reception, although few exceed them. They continue to make good progress throughout Years 1 and 2 so that standards overall are broadly average and above average in art and physical education. Notably, in last year's national tests at age 7, a greater percentage of pupils achieved above average standards than was found nationally. Pupils with special learning needs make very good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Very good opportunities are provided for all pupils to develop their social skills and self-confidence, and so they make very good relationships and behave very well. Pupils have very positive attitudes; they look forward to coming to school and they enjoy their learning. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good. Staff build very good relationships with pupils and this ensures that pupils behave and work together well. Teaching assistants are well trained and make a very good contribution to teaching and learning. Together with teachers, they are adept at promoting good behaviour so that all pupils, including those with special learning needs, are fully included in lessons. Teachers provide opportunities for good quality, first-hand experiences, and staff are using questioning with increasing effect to improve pupils' learning. Pupils' progress in writing is carefully checked and the information used effectively to improve their learning, but this is not yet done as well in other subjects. Teachers plan their lessons with clear objectives. However, pupils are not always helped to understand what these are, or how well they are achieving them, as effectively as they might be.

The school provides a good curriculum with very good opportunities for pupils to develop healthy personal and social attitudes, and to experience a range of creative, cultural and physical activities. Good use is made of the school's outdoor facilities to develop pupils' physical skills and their understanding of the environment, and the emphasis placed on teaching through carefully thought out practical activities underpins effective and enjoyable learning.

Care, guidance and support for pupils are very good, and very good arrangements are made for settling children into school. The school forges very effective links with parents and this has a positive impact on pupils' progress, especially in reading. Links with other agencies, and particularly the local hospital child development unit, are very good and enhance overall provision for children and their families.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides good leadership and has created a strong team ethos with a firm commitment to equality of opportunity. Senior staff and subject leaders work effectively together, although the drive for improvement is less strong in some subjects than in others. Management of the school is good. It is well organised, but procedures for measuring pupils' progress and identifying targets for improvement are not yet rigorous enough in some subjects. The governing body is very well organised. Governors keep themselves informed about the school's performance through regular visits and analysis of test results, and actively pursue improvement with the headteacher and staff. All statutory responsibilities are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Considerable efforts are made to involve parents in the life of the school. As a result, they have very positive views about it and express considerable satisfaction. The great majority feel that their children make good progress. Most pupils enjoy school very much and feel they can turn to a trusted adult for help if they need to.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is

- Build on existing strengths in the leadership and management of the school so that all subject leaders focus more rigorously on the next steps needed to improve pupils' learning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good and they attain average standards by the time they leave the school.

Main strengths

- Pupils, particularly those with higher ability, achieve well
- Pupils with special educational needs achieve very well
- Standards in art and physical education (PE) are above average

Commentary

1. Since the last inspection, the level of attainment at which children join the school has been slowly rising. However, many still start school with below average skills in English and mathematics and, because a proportion of places in the nursery is allocated to children with special educational or physical needs, the skills of a significant number are well below average. Very good provision in the nursery and reception class ensures most reach the goals children are expected to reach by the end of reception, although few exceed them. They continue to make good progress throughout Years 1 and 2 so that standards overall are broadly average when they leave, and above average in art and physical education. Compared with similar schools (those with similar percentages of pupils eligible for free school meals), pupils' progress is very good. Pupils with special learning needs make very good progress because they are very well supported by teaching assistants and, as for all pupils, their personal and social development is very well catered for so that they are able to benefit fully from lessons.

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

Standards in:	School results	National results
reading	16.3 (14.9)	15.7 (15.8)
writing	14.9 (13.3)	14.6 (14.4)
mathematics	16.8 (15.1)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2003 tests at the end of Year 2, the percentage of pupils achieving the average Level 2 in reading was broadly in line with that nationally. However, a greater percentage than that found nationally achieved the higher Level 3. Although girls performed slightly better than boys, results from previous years indicate that the school has successfully improved the performance of boys to bring it more in line with that of girls. A similar picture emerged in writing; standards were broadly in line with national figures, but with a greater percentage at the higher Level 3. Girls, however, have performed consistently better than boys over the last three years, although the difference was slightly reduced in 2003. In mathematics the school's overall average standards were also due to a higher proportion of pupils achieving Level 3. Although boys performed better than girls in last year's tests, taken over three years there is no significant difference in their performance. Assessments carried out by teachers were consistent with the pupils' test results and also indicate that performance in science is comparable to that found nationally, with nearly half achieving the higher Level 3.
3. In addition to the slowly rising levels of children's attainment when they enter school, the recent improvements have also been accelerated by the school's action in several areas. There has been a greater emphasis on raising the performance of higher-attaining pupils by providing greater challenge for them in lessons. The notable improvement in reading and writing has also been achieved by increased use of non-fiction reading material to engage the interest of boys, the rigorous emphasis placed on identifying where individual pupils need to improve and setting individual and group targets for this. In addition, the provision of additional teaching by the headteacher to raise the achievement of under-performing pupils identified by the school's analysis has been effective. The school is now beginning to adopt similar approaches in mathematics. Productive relationships with parents also

help ensure that relatively few pupils fail to attain at least average standards in reading; pupils who have greatest difficulty are given regular additional support by a group of parents who have been specially trained to do so by the headteacher.

4. Pupils' work seen during the inspection indicates that the majority are likely to attain average standards in English, mathematics and science by the end of the year, and that higher-attaining pupils continue to be challenged with more demanding work. In the majority of lessons observed pupils' learning was good or better, and the standards reached in most lessons represented good achievement. Standards in art and PE were above average, reflecting the range and quality of practical activities provided for pupils, including the additional opportunities afforded by extra-curricular clubs. Achievement overall, therefore, is judged to be good and represents good improvement since the last inspection.

Pupils' attitudes, values and other personal qualities

The behaviour of pupils in and around the school is very good. Pupils have very positive attitudes to learning and life in the school community. Attendance is satisfactory; pupils look forward to going to school, are punctual and clearly enjoy their time spent there. Pupils' spiritual, moral, social and cultural development is very good overall.

Main strengths

- A decidedly strong ethos of care and trust underpins pupils' very good behaviour and attitudes
- Very good provision is made for pupils' personal and social development

Commentary

5. Pupils' attitudes to every aspect of their school life are very good. They show thoughtfulness, care and respect towards each other and adults. They respond positively to staff expectations about how they should behave and, as a result, display a level of social skills often beyond that which would normally be expected of infant children. Consequently, most pupils are attentive. They behave very well during lessons obeying simple, clear school rules based on kindness and "to do their best in everything". Any occasional lapses are well managed by staff with a minimum of fuss. Pupils clearly respect this. This aspect of the school's work has improved since the last inspection and is now a major strength.
6. There is an informal but very effective reward system. It recognises and promotes positive behaviour in a range of ways. For example, individual pupils are given a "Special Day" sticker which values them as people, giving them extra responsibilities such as returning registers and pouring milk, along with privileges such as going to the front of a queue at lunchtime. As a result, pupils are confident and outgoing; they are proud of their school and are very willing to discuss it when asked about their life there. Whilst pupils are willing to take on responsibilities which are then carried out with pleasure and care, the number of adults working in the younger classes occasionally restricts the extent to which children use their own initiative.
7. Provision for pupils' spiritual, moral and cultural development is very good. Assemblies engage the pupils, who often play an active part, on themes such as friendship and understanding others. They include periods of reflection accompanied by appropriate music and a prayer for those who wish to join in.
8. Multicultural understanding is promoted throughout the school in many ways through music, dance, and religious education. Art work and posters reflect diverse cultures. There are themed displays: at one, children are invited to select a national flag, identify the country from a book and a world map and then research its people from the accompanying books. Children were clearly absorbed with this activity.
9. Other displays demonstrate natural materials and their sources, emphasising environmental issues and the need to care for our world. A small school museum contains many historical artefacts and compares their relevance and use with current technology as in, for example, a manual typewriter and a modern word processor.
10. Attendance is satisfactory. Pupils are punctual and quickly settle to work on arrival. There have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0%
National data	5.4%

Unauthorised absence	
School data	0.0%
National data	0.4%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good because effective teaching, coupled with a stimulating curriculum and very good standards of care, lead to pupils making good progress.

Teaching and learning

Teaching and learning are good. Teachers provide well-planned and interesting lessons and pupils' work is assessed thoroughly and constructively.

Main strengths and weaknesses

- Staff build positive relationships with pupils, so pupils behave very well and their learning is effective
- Good quality first-hand experiences, and adults' use of questioning, help pupils learn effectively
- Teaching assistants provide very good support for pupils with special needs so they are fully involved in lessons
- Pupils' progress in reading and writing is carefully checked and the information used effectively to improve their learning, although this process is less well established in other subjects

Commentary

11. There has been good improvement in teaching since the last inspection and it is now good throughout the school, with examples of excellent practice observed in both foundation stage (Nursery and Year R) and Key Stage 1 (Years 1 and 2). The headteacher and those with responsibility for leading a subject regularly observe lessons and provide advice to teachers on how they might improve further. The school has rightly placed emphasis on providing a greater level of challenge for higher-attaining pupils, basing lessons on first-hand practical experience wherever possible, and on making more effective use of questioning so that learning for all pupils is better supported. These are principle reasons for the improving quality of teaching.
12. As soon as children start school, staff place great emphasis on making them feel special so that they develop the positive attitudes that underpin successful learning. The Nursery teacher has a comprehensive understanding of the needs of children in the foundation stage so they benefit from activities which cover all areas of their learning. Those who need additional help with the development of language, or in meeting the physical demands of the classroom, benefit from a nurture group where the teacher and knowledgeable teaching assistants concentrate on developing appropriate speaking and physical skills. Teachers and teaching assistants are adept at managing pupils' behaviour and promoting good relationships, and the resulting calm and positive learning environment was a contributory factor in the successful teaching observed.
13. The school's emphasis on providing good quality practical opportunities for pupils' learning is also having a positive impact. In a Year 1 science lesson, for example, discussion about how seeds grow was carried out as pupils were actually planting them and investigating the soil being used. Others were drawing flowers and seeds from close observation of real examples. The teacher's planning showed how the learning was to be achieved and the purpose was clearly explained to pupils. As a result, their learning was good and they attained above average standards. In a Year 2 mathematics lesson, the teacher also provided a practical opportunity for counting money by using large replicas of coins for pupils to add together as they were dropped into a box. They did this competently, and higher-attaining pupils were challenged further when they were asked questions such as "what would the total be if there were already 10p in the box?". In the few lessons judged to be satisfactory as opposed to good, pupils tended to be less active, spending more time listening to the teacher rather than being actively engaged in doing things for themselves.

14. Teaching assistants make a significant contribution to the learning of all pupils, and particularly those with special learning needs. In a Year 2 English lesson, for example, two pupils with moderate language difficulties made good progress along with the rest of the class. This was because the teaching assistant helped them rehearse sentences orally so that when they had to write them they were not confused and completed the task successfully. A pupil with severe and complex learning needs in a Year 1 class was also supported very well by a teaching assistant so that she could participate fully, and safely, in a very active PE lesson. The teaching assistant's thorough understanding of her needs ensured appropriate help was provided and her achievement was very good as a result.
15. In addition to marking pupils' work carefully and adding constructive comments, teachers use a variety of techniques to assess learning during lessons. Good use is made of individual whiteboards during whole class sessions so that the teacher is able to gauge the accuracy of pupils' responses and provide additional practice if necessary. The final few minutes of lessons are also used constructively to assess pupils' learning. However, although some good examples were observed, the practice of making the purpose of the lesson clear to pupils at the outset and reviewing their success at the end is not used consistently and opportunities are therefore missed to support and extend their learning. Teachers keep records of pupils' attainment in all subjects. Progress in reading and writing is regularly and rigorously checked, and group and individual targets set for the next step in their learning. Teachers also keep samples of pupils' writing against which they can moderate their assessments. These procedures represent good practice, but they have not yet been implemented as well as they might be in other subjects.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	2	13	4	0	0	0

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

The curriculum

Overall the school provides a good curriculum. The curriculum is enriched by a very good range of visits and extra-curricular activities. Accommodation and resources are good.

Main strengths

- Many opportunities are provided for practical activities and these promote effective learning
- Provision for pupils with special needs is very good because teaching assistants are well trained and clearly directed by teachers
- After school clubs, outside visits and special themed weeks considerably enrich the curriculum
- Good use is made of outdoor facilities to develop pupils' physical skills and their understanding of the environment
- Strong links between home and school help promote pupils' literacy skills

Commentary

16. The school provides a good curriculum that meets the needs of its pupils well and complies with statutory requirements. There has been good improvement since the last inspection, particularly in learning resources and the outdoor provision for children under five.
17. The school places a strong emphasis on providing many practical activities and encouraging pupils to work collaboratively. A group of pupils in Year 1, for example, improved their phonic skills by making three letter words by rolling dice with letters on each face and writing them down on small whiteboards. In another Year 1 lesson, groups of pupils worked together to solve shopping problems with real money, or followed mathematical instructions on how to navigate an area of paving stones outside the classroom. Parents express very positive views about the school's approach, describing it as "relevant, exciting and enthuses children as learners".
18. All pupils have good access to the curriculum, and provision for those with special learning needs is very good. The special educational needs co-ordinator (SENCO) has very effective procedures.

Pupils are supported with very good individual educational plans, carefully implemented by class teachers and teaching assistants. They are regularly checked and targets for the next steps in learning reviewed. Effective organisation and planning by teachers ensure pupils with special educational needs are fully involved in lessons and make very good progress. An example of this was seen during a PE lesson when a pupil with special physical and learning needs made very good progress in throwing and catching skills.

19. The school finds many ways to enrich and develop the curriculum it offers to its pupils. Teachers put considerable effort into providing a good range of clubs and creative weeks to widen pupils' knowledge and extend their skills. An art week, for example, helped Year 2 pupils improve their creative and collaborative skills by making picture books and then telling the stories to the nursery children. A good range of extra-curricular activities extend learning outside the school day. Recorder, sports, computer, art and craft clubs and library visits are all well attended.
20. Good use is made of the outdoor facilities to provide stimulating break-time activities and to enhance learning in lessons. Children in the Foundation Stage use it extensively to practise and develop physical skills. In addition to creating interesting features, such as a maze to stimulate play, teachers use the area effectively to stimulate pupils' interest in the environment through science activities and the establishment of a wild area.
21. Strong links between home and school are a high priority for the school and these help promote pupils' literacy skills very well. Reading supporters (parents specially trained by the head teacher) help pupils with their reading. During the inspection, another volunteer worked with two children from the reception class as they improved their knowledge of sounds and letters by matching pictures and words.
22. The school's accommodation is good, and adapted for disabled access. Attractive displays are used to make it cheerful and encourage independent learning. Resources are good and are a contributory factor in the quality of teaching and learning. Class libraries are well resourced with a good range of big books, group readers and materials which reflect different cultures. There is a good match of teachers and support staff to the needs of the curriculum.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety very well. It is receptive and very good at taking pupils views into account. Pupils benefit from very good support and guidance.

Main strengths

- Parents are rightly confident that the school is a safe and secure environment for their children
- Links with other agencies, and particularly the local hospital child development unit, are very good and enhance overall provision for children and their families
- Pupils have trusting relationships with adults. They know their views are important and they make a positive contribution to life in the school
- Very good induction procedures for children in the Nursery help them to settle quickly into school

Commentary

23. Parents are right to be very pleased with the care the school offers to their children. Health and Safety arrangements are very good. Staff are especially vigilant to ensure that pupils are carefully supervised and safe at all times. Attention is paid to the individual needs of pupils and there is a heightened awareness and understanding of healthy living and personal safety. The spacious and well maintained grounds of the school are a particular asset and they have been effectively segregated at playtimes to provide areas for children who wish to be quiet and talk with friends, and for those pupils who wish to play football or other games. Accidents are infrequent, and any problems or difficulties relating to safety in the school are promptly addressed and steps taken to prevent any reoccurrence. In the same way, risk assessments and the organisation of out of school visits are very well managed. Child protection procedures adhere to the local agreed guidance and all staff have received appropriate training. Links developed by the school with other agencies enhance the provision of all round care. The school has a particularly productive relationship with staff at the child development unit at the local hospital with whom it works closely. This has had a positive effect on the physical development and academic progress of certain pupils.

24. Responses to pupils' questionnaires, and conversations with them, confirmed that virtually all feel there is an adult they can turn to if they are worried at school. They know that bullying will not be tolerated, and there was little evidence that it existed. There is an excellent school council which develops its own agenda and is proving an effective way for pupils' views to be known to adults. It has already improved the environment where meals are taken and was active in developing a new behaviour policy for the school. This included suggestions for dealing with any occasional inappropriate behaviour which were then adopted by the school.
25. Induction procedures are very good; they are comprehensive and reassuring for both parents and children. For children in the Nursery class, the process commences in June with a new parents induction day to provide an opportunity for parents and staff to get to know each other. This is followed by regular short visits to the school by the children. Pupils entering the school at other times are equally well catered for. Parents and carers are actively encouraged to participate in the process.
26. The good practice identified at the last inspection has been further developed and is now a significant strength of the school.

Partnership with parents, other schools and the community

Links with parents and the local community are very good. Parental involvement with, and support for, the school is very good. The school works very well with the local community and links with the neighbouring Junior School and a nearby specialist Sports College are good.

Main strengths

- Communication between the school and parents is very good, with regular and comprehensive information provided; this contributes significantly to pupils' achievement
- The very strong links developed between the school and the community benefit both the pupils and local people
- There is a productive link with the neighbouring junior school

Commentary

27. The school places great importance upon its relationship and partnership with parents and it positively welcomes their participation in all aspects of school life. Parents are routinely consulted by the headteacher and governors about the school's development and there are daily opportunities for them to meet the headteacher and staff. Consequently, parental support is very strong because the great majority feel that their views are actively sought and valued. Many provide practical help and a group routinely come into school to hear and assist pupils read. Pupils read regularly at home and their progress recorded in parent and teacher contact booklets. Some also compose stories at home which are praised and read at assemblies. These links are productive and contribute effectively to the very good attitudes to reading and writing shown by pupils. There is a Home School agreement which works very well.
28. Information provided for parents is comprehensive and during the inspection they commented on the way they were kept informed about the school in general, and their children in particular. The school brochure is well set out, easy to use and in plain, friendly language. Regular newsletters, which are also posted on the school's informative website, are varied and keep parents up to date with life in the school. School reports are structured so that both children and parents can add their comments and personal targets. Parents very much appreciate the information provided about teaching and the curriculum, although some suggested that mathematics is less well dealt with than reading and writing. Parents are encouraged to hear their children read at home or to assist with any tasks set, such as a small item of research or investigation to prepare for a future activity or lesson, and this is a contributory factor in pupils' good achievement.
29. The school takes its wider role in the community seriously and plays an important part in local life. For example local senior citizens are welcomed to the school for productions and other events. The very active "Friends of Brewster Avenue & St Augustine's Schools" is a shared parents association with the adjoining junior school. A variety of fund raising activities and events strengthen local interest in the school. A notable feature is the strong link the school maintains with the local Italian

community. Through support from the Italian Consulate, all pupils benefit from regular lessons when they learn about Italian language and culture.

30. Links with the adjoining junior school, to which most children transfer, are very good. Staff from each school visit and liaise with each other so transition arrangements for pupils are smooth and trouble free. The school is also establishing a link with a local sports college to enhance its already good provision for PE and physical activity.
31. Identified as very good at the last inspection, these relationships continue to develop and make a significant contribution to pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has a clear vision for the school and is very well supported by the governors. Key staff lead their subjects well. Management of the school is good and weaknesses identified at the last inspection have been dealt with effectively.

Main strengths and weaknesses

- The headteacher has built an effective teaching team that provides well for all pupils
- All staff are committed to including all pupils in everything the school has to offer and ensuring they achieve well
- There are many strong features in the way that co-ordinators manage their subjects but they do not concentrate as well as they might on how to raise standards further
- Governors are very supportive of the school
- The school is well managed

Commentary

32. The headteacher has built an effective teaching team that provides well for all pupils. Her system for checking the quality of teaching and learning has ensured that teaching continues to improve and that all pupils make good progress. The commitment to including all pupils, whatever their ability, in all that the school has to offer results in all being keen to learn. Teaching assistants ensure that all pupils are well supported. Those with special learning needs are given very good support so that they participate fully in lessons. This is especially noticeable in the Nursery class where there are ten places for children with severe special educational needs. The headteacher, through the Foundation Stage co-ordinator, has ensured that the provision is very well managed so that these children have access to a wide range of activities that fully meet their needs. A clear plan has been drawn up that shows what the school wants to improve next. All staff have had a part to play in producing this document and in monitoring how far they are progressing with improvement. This commitment to working together has led to good provision overall so that pupils now achieve well, and this represents good improvement since the last inspection.
33. The effectiveness of subject leaders has improved since the last inspection. They now take an active role in looking at the provision in their subject. They work alongside colleagues, providing support and ideas where necessary. They also look at work and teachers' plans to make sure that all pupils are achieving equally well. This way of working together has been successful in identifying weaknesses, such as the dip in achievement when children transfer from the Reception classes into Year 1. Effective steps were taken to deal with this; the principles of planning in the Foundation Stage were extended into Year 1 for just over a term, so that pupils built on the experiences they had had in their Reception year and made better progress as a result. However, although they work closely together, subject leaders have not all been clear on how to raise achievement further in their own subjects by assessing these objectively and identifying ways in which standards can be improved. A consequence of this is that work is not always marked as effectively as it could be in science and pupils are not always given clear enough guidance on what they could do to improve their work in mathematics.
34. The governors are very clear about the school's strengths and weaknesses and know how these compare with other schools. They are involved in planning for improvement, agreeing achievable but challenging targets and raising expectations of what the school can achieve. Individual governors visit the school to help, and see for themselves what is happening in lessons. They discuss test

results with key staff and support the school in all that it does. The governors fulfil all their statutory duties and make sure that parents are kept fully informed of the work of the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	589,226
Total expenditure	606,048
Expenditure per pupil	3,061

Balances (£)	
Balance from previous year	29,042
Balance carried forward to the next	12,220

35. Finances are well managed and the staff and governors constantly make sure they are getting good value for money and that they are performing at least as well as schools that are similar to theirs. New staff benefit from a good induction process so that they settle into school quickly and there is no reduction in pupils' progress. The school makes a good contribution to initial teacher training and students receive good opportunities for learning to teach in the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good.

Overall, children's attainment on entry is below average because a significant number have special educational needs, some of them severe. During their time in the Nursery and Reception classes children make very good progress, so that many are likely to reach the expected goals for children's learning and some will exceed them. However, those with special educational needs are not likely to reach the expected learning goals. All pupils achieve very well, especially in their personal, social and emotional development. Teaching and learning are good in mathematical development and very good in the other areas of learning. Planning is thorough, covers all areas of learning and meets the needs of all pupils. Checks on children's learning are carefully and regularly carried out, both in the Nursery and Reception classes, so that activities are based on what children already know, can do and understand. Teachers are very knowledgeable about how young children learn and much time is given so that children can practise the skills they are taught. The Foundation Stage is very well led and managed. All staff work very well together to make sure that all children have very good opportunities to learn, whatever their ability. Children with special educational needs have their needs met very effectively and specialist equipment is used to make learning fun. There has been good improvement since the last inspection when the outside area was in need of some attention. The use of this area is now a key strength of the Foundation Stage and is used extremely well to promote all areas of learning. The accommodation for the children is good, although the Nursery building is old and is not as inviting as the rest of the Foundation Stage. This, however, has not affected overall provision because the outside area compensates for the age of the Nursery classroom.

Personal, social and emotional development

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

Main strengths

- Children settle quickly into school because induction procedures are very good
- Children behave very well because staff make clear their expectations
- There is a good mix of activities that children choose for themselves and those led by adults

Commentary

36. The well established induction procedures, whereby teachers make home visits and encourage the children to come into the nursery or reception class before they start school, result in children who are keen to join the school and settle happily to its routines. Similarly, when children move from the nursery into the Reception classes, they visit the teacher a few times and become used to being with the older, Year 1 and 2, pupils. Teachers have very high expectations for pupils' behaviour and explain clearly the difference between right and wrong. Consequently, all pupils play well together, take turns and share appropriately. In the Nursery, children with special educational needs are fully involved in each session; children who are more able play happily with those who are less physically well developed. This all contributes to the very good spiritual, moral and social development of the children.
37. Activities are very well planned so that children have many opportunities to choose to do what interests them. They concentrate for long periods of time and finish their tasks. When adults lead sessions, children are taught specific skills, such as colour mixing, and are encouraged to work together to discuss and finish their work. This results in children who continue to be interested in learning and are keen to come to school. The balance between the activities that children choose for themselves and those that adults lead is just right. It results in children learning appropriate new skills then developing them carefully in their own time and at their own pace.

Communication, language and literacy

Provision in communication, language and literacy is very good.

Main strengths

- Children learn to listen attentively and speak confidently
- Early reading and writing skills are promoted very well
- Children have many opportunities to act out their own experiences and make up their own stories

Commentary

38. Throughout their time in the Foundation Stage children have the opportunity to talk in small groups, and with adults as well as with other children. This promotes speaking, listening and thinking skills very well. In the Nursery the teacher encourages the children to sit for a short while and share their ideas on things like the weather. In the Reception classes teachers encourage the children to listen to each other and make relevant comments. All staff ask clear questions and expect the children to think. So, when investigating jelly, children in the Reception class were able to talk about how to get the jelly out of the mould, and consider what it would feel like. All the time teachers encourage the children to widen their vocabulary and speak confidently. Early reading and writing skills are promoted very well because teachers are very knowledgeable about how young children learn. Reading is modelled very effectively when teachers read big books with the class. Children choose from a wide variety of good quality books and are enthusiastic about reading.
39. Writing is very well taught. Children learn to form letters correctly and know what sounds these letters make. In the Nursery, children start by learning the sound of the first letter of their name. By the time they are in the Reception classes the children are confident when writing their name and spelling simple words. More able children write simple words and form sentences, drawing pictures to illustrate their writing. All classes in the Foundation Stage provide very good opportunities for role-play. Children act out their experiences and practise their writing skills. For example, in one Reception class there is a café and the children enjoy taking orders and looking at the menus.

Mathematical development

Provision in mathematical development is good.

Main strengths and weaknesses

- Children learn to count confidently
- Well-planned water and sand activities help children learn a variety of mathematical language
- There are limited opportunities for children to write numbers for themselves

Commentary

40. Children learn to count to ten and beyond confidently and accurately. They learn a wide variety of mathematical language and use this in everyday play situations. A good example of this is the pairs of boots that are available for use outside. Pairs are labelled with the correct size and there is a list of children detailing which size they take. Children find boots that fit them and often help each other to find a suitable pair. When playing with the sand and water the children explore a variety of mathematical language such as full and empty, big and small. They compare the length of pieces of paper and say which is the shortest and which is the longest. There are, however, too few opportunities for children in the Reception classes to record their own mathematical work.

Knowledge and understanding of the world

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

Main strengths

- The outside area is extremely well used
- Children use computers confidently
- There are many opportunities for the children to handle different materials and make models

Commentary

41. Staff use the outside area extremely well to promote children's understanding of the world. The Nursery and the Reception classes both have areas that the children can dig in and find many interesting creatures. The children in the Reception classes look closely at plants, using magnifiers and lenses, and talk confidently about what they see. When using the computer the children choose relevant programs and use the mouse and keyboard confidently. Physical skills are developed well as they use the wide range of construction resources available in both the Nursery and Reception classes. Teachers give the children plenty of time to practise their skills and children become very engrossed in their play. In the Reception classes children talk about special events in their lives and have drawn pictures of some of the things they see on the way to school. Children are confident and enjoy learning, whatever their ability.

Physical development

Provision in physical development is very good.

Main strengths

- The children have plenty of time and opportunity to use a wide range of tools
- Children move confidently and use tools with increasing control

Commentary

42. Children make very good progress in this area of learning because teachers plan for all aspects of the children's physical development. The outside area is used very well so children learn to ride a variety of wheeled toys as well how to use a range of tools for digging and blowing bubbles. Indoor activities promote the safe and confident use of scissors, glue sticks, paint brushes and pencils. All children learn how to hold a pencil using the correct grip and this has a significant impact on correct letter formation. Activities in the hall are used very well to help children balance and begin to understand about their personal space. Specific activities are planned for children with special physical needs and these are very well matched to individuals' requirements.

Creative development

Provision in creative development is very good.

Main strengths

- Children are encouraged to use a variety of materials to make pictures and models
- Children use their imaginations well to make up their own stories
- Children enjoy learning

Commentary

43. In both the Nursery and Reception classes creative activities are very well planned so that all children can make very good progress. As soon as they start school the children are taught to mix colours and look carefully at what they are painting. This has a significant impact on standards in art later in the school as children are keen and have learnt the correct techniques. They experiment enthusiastically with dough and have many opportunities to cook and share what they have made. They enjoy playing together in the role-play areas and making up their stories. In all classes there are many opportunities for children to dress up and pretend to be other people. This helps them with their thinking and speaking skills and they practise what they have learnt. The very good balance of teacher led and child initiated work helps children choose activities for themselves as well as learn the new skills necessary for creative situations.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is good.

Main strengths

- Pupils use phonic skills well and have very good attitudes towards reading and writing
- There are good opportunities for improving speaking and listening skills
- Pupils with special educational needs are fully included in lessons and achieve very well

Commentary

44. Work seen during the inspection indicates that standards overall are average. As the majority of pupils started school with below average literacy skills this represents good achievement. Weaknesses identified at the last inspection have been successfully dealt with and progress in lessons is now good. There has been good improvement since the last inspection.
45. Teaching and learning are good. Teachers produce detailed plans with a clear focus on the development of pupils' phonic skills and lessons are interesting. As a result, pupils have very good attitudes to reading and writing. For example, pupils of all abilities in Year 2 read confidently during a class reading session using their phonic skills to work out the meaning of unfamiliar words.
46. Speaking and listening skills are developed well because teachers ask open questions. This encourages the pupils to respond thoughtfully. In a Year 1 lesson, the teacher pretended to be a character in a book. He took on the role of a duck and extended pupils' understanding well by answering their factual questions. Pupils in Year 1 also improved their story telling skills by successfully recreating the story of Webster's Walk.
47. Pupils make good progress in both reading and writing. Higher-attaining pupils in Year 2 write interesting stories and use their knowledge of sounds to write unfamiliar words confidently. They produced particularly effective pieces of writing describing the Titanic just after its collision. Lower-attaining pupils also write confidently on a range of topics. All pupils take pride in presenting their work well and some join their handwriting confidently.
48. Procedures for measuring pupils' progress in reading and writing are rigorous and indicate the next steps in the pupils' learning. Progress in reading is tracked effectively so that precise targets can be identified to help each pupil improve. These are clearly displayed and provide them with effective reminders. For example, in a Year 2 lesson they prompted pupils to check their own work for meaning and punctuation. Teachers mark work regularly and effectively, providing encouraging comments and targets for improvement.
49. Very good provision is made for pupils with special educational needs so they make very good progress. Work is matched closely to the pupils' level of attainment and is planned in small steps so that they achieve their targets. Those with additional physical needs are included well in all lessons. The contribution of teaching assistants was a key factor in the success of the teaching observed. They helped pupils to concentrate and listen when the teacher was talking to the class as a whole and supported them well in group activities. For example, one pupil developed speaking and listening skills very well by talking about the illustrations in Postman Pat with the learning support assistant.
50. Leadership and management are good. The headteacher regularly observes lessons and discusses points for development with the teachers in order to improve standards. Writing is assessed every term and the literacy coordinator scrutinises work for standards of handwriting, spelling and content. A writing support programme is organised by the head teacher for groups of pupils who find writing less easy, and achievable targets are set for each. As a result, these pupils have also made good progress.

Language and literacy across the curriculum

51. These are well developed through other subjects. There are good opportunities for developing research and writing skills across the curriculum. During the lunch hour, for example, pupils were observed handling and talking about artefacts on the fossil table. One pupil successfully used her knowledge of the alphabet to locate an ammonite in a book about fossils. Teachers provide good

opportunities for the pupils to develop their speaking and listening skills in other subjects. In a Year 2 numeracy lesson the teacher asked focused questions about giving change from a set amount of money. Her very good relationship with the pupils and supportive comments encouraged the pupils to explain their answers very clearly.

52. The school makes satisfactory use of information and communication technology to develop pupils' literacy skills. For example, Year 2 pupils used laptop computers to arrange pictures and compose captions to go with the life cycle of a frog.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Teaching is good; pupils achieve well and develop positive attitudes to mathematics
- Pupils with special educational needs receive very good support
- Teachers use questions well to develop pupils' thinking
- Insufficient opportunities exist for pupils to provide written explanations of their work

Commentary

53. Work seen during the inspection indicates that standards overall are average. As the majority of pupils started school with below average skills in mathematics this represents good achievement. Progress in lessons is now good. The school's emphasis on basic arithmetic and on providing more challenging work for pupils has ensured that the weaknesses identified at the last inspection have now been successfully dealt with. There has been good improvement since the last inspection.
54. Pupils enjoy mathematics because teaching is good and helps them understand that mathematics has a relevance to their daily lives. The majority of pupils in Year 2 deal competently with numbers beyond 20, and higher-attaining pupils confidently count up to 100 in 20's, commenting "it's just like counting in 2's". Good resources, for example the provision of real coins in purses, help all pupils, especially those with special learning needs, to relate their work to real situations and stimulate their interest. They use simple tallying methods and graphs to investigate which sweets are the most popular in the class, understand basic metric units for measuring things in the classroom and place items accurately on an island map by following simple co-ordinates. Clear and readily available explanations from teaching assistants ensure that lower-attaining pupils make very good progress, while some more capable Year 2 pupils have progressed in less than a year from simple single-figure addition, through subtracting 9's to solving number problems in three distinct steps.
55. A notable feature of the teaching observed was the quality of questions that teachers and teaching assistants used to stimulate pupils' interest and challenge their thinking. In a Year 1 lesson, for example, the class teacher prompted higher-attaining pupils to consider a quicker way to recognise that 5 two-pence coins make 10p, while the teacher in a Year 2 lesson constantly challenged pupils to extend their thinking about sequences of numbers by asking "what if ...?".
56. Extensive use is made of worksheets. Although the majority of these, especially those written by the teachers themselves, are good quality and demand more than simple gap-filling, too few opportunities exist for pupils to provide written explanations of how they have carried out an investigation. This restricts higher-attaining pupils from fully engaging in some aspects of their work, and reduces opportunities for teachers to assess it.
57. Leadership and management are good. The subject leader works alongside colleagues while they are teaching and provides ideas for improvement; she scrutinises samples of pupils' work and organises meetings when staff agree on the evidence of standards that the work contains. The results of national tests at age 7 are analysed to identify strengths and weaknesses in teaching. These are discussed with the headteacher and governors, and appropriate priorities for development are included in the school's improvement plan. However, although teachers conscientiously assess pupils' work and progress, they do not use the information as effectively as they might to set specific group and individual pupil targets to raise standards further.

Mathematics across the curriculum

58. The use of mathematics to support learning in other subjects is satisfactory. Although an excellent example was observed in a PE lesson when the idea of odd numbers was used to help organise pupils into pairs for dancing, teachers do not routinely identify, and systematically plan for, opportunities for this to be done in other subjects.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Pupils are well taught, so they are enthusiastic about science and achieve well
- Pupils with special educational needs are very well supported
- The outdoor area is used very well to promote learning in science
- Work in books is marked regularly but written comments do not always tell pupils how to improve their work and reach higher standards

Commentary

59. There are no national tests for Year 2 pupils but teachers assess how well pupils are doing, and the standards they attain. These assessments show that pupils reach standards that are comparable with the national average, and this represents good achievement. This is because much emphasis has been put on science, and on using the outdoor area, so that pupils are enthusiastic and keen to learn and all achieve well. Work seen during the inspection reflects these standards. Pupils are very knowledgeable about the natural world and investigate the plants and animal life in the outside area. This leads to very good achievement in learning about plants and other living things. Pupils have access to well organised investigation areas where they use new technology, such as the digital microscope for observing tadpoles closely.
60. The quality of teaching and learning is good. Lessons are well planned and pupils are interested in the work that they do. In a Year 2 lesson, pupils were fascinated by the caterpillars that are being kept so that they can watch them turn into butterflies. The teacher gave a careful explanation of what was going to happen and asked questions effectively so that pupils could present their own ideas and share their knowledge. In a Year 1 lesson, pupils were again encouraged to talk about what they knew and were able to share their understanding of how seeds grew and what is needed to help plants thrive. Teachers encourage pupils to undertake a wide range of practical work and to record their findings in a variety of formats. Pupils with special educational needs, or who are not as confident with science, are given additional support to record their science work. Higher-attaining pupils are encouraged to use their own ideas when recording investigations, and those who are less confident are successfully included in lessons and also achieve well. Work in books is usually marked regularly and pupils encouraged with positive remarks. However, there are few examples of teachers providing pupils with ideas on how to improve their work so that they can reach higher standards.
61. Science is well led and managed in the school. There has been much monitoring of plans, work and lessons. This has resulted in good provision and has led to weaknesses being tackled appropriately, although marking and the setting of targets for improvement are not yet used as effectively as they might be. The recent emphasis on improving the outside area and using it for science has been very effective and means that pupils' knowledge of the natural world develops very well. There has been good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good. The school has had a rolling programme to improve resources since the last inspection. During this inspection it was in the final stages of commissioning new laptop computers and broadband internet access. However, these were not yet in use, and consequently the amount of direct teaching observed was limited by the numbers of computers in use. Judgements have been supported, therefore, by ample evidence from pupils' written and printed work, teaching plans and discussions with staff.

Main strengths

- Effective use is made of ICT to stimulate pupils' learning in other subjects, and particularly their interest in the natural world
- Pupils use cameras to evaluate and improve their own performance in PE

Commentary

62. Although insufficient lessons were seen to make an overall judgement on the quality of teaching, the school's planning, supported by samples of pupils' work, indicates that standards are average and pupils' achievement is good. Shortcomings identified at the last inspection have been dealt with and pupils' learning now benefits from effective use of good quality equipment. For example, pupils throughout the school delight in the use of digital microscopes linked to laptop computers; they manipulate the controls carefully and examine the screen image with studied interest. This, together with increases in staff competence, represents good improvement since the last inspection.
63. As well as planning for pupils to acquire specific computer skills, such as mouse control and entering and retrieving data, teachers also plan for ICT to be used as a tool to support learning in other subjects. For example, in a Year 2 English lesson, pupils organised and amended text to alter the gender in sentences they were writing. Year 1 pupils use a simple program in mathematics to produce a graph showing the distribution of eye colour in the class, and creativity is fostered when a computer is used to 'paint' images of firework displays. CD-ROMs and the internet are used to research information in science and history, and a programmable robot is used to help pupils understand ideas of direction and how to control events.
64. Leadership and management are good. This is because optimum use has been made of available resources through careful planning and staff are well supported in their use. Pupils' progress is methodically recorded but standards are not yet systematically evaluated and analysed so that they can be further improved.

Information and communication technology across the curriculum

65. Use of ICT to support learning in other subjects is good. For example, pupils use digital cameras to evaluate their work, and this is particularly effective in physical education.

HUMANITIES

It is not possible to make an overall judgement on provision in history and geography as only one lesson was observed in geography and none in history. Teachers' planning, samples of pupils' work and discussions with teachers and pupils indicate that national curriculum requirements are likely to be fully met.

History and geography

66. In the one lesson seen, which was to find out facts about other countries, standards were satisfactory. The pupils worked together well as they eagerly researched a number of facts about different countries. They presented their information well in small books and accurately used geographical vocabulary to explain that Japan is near the equator. They also used a computer program to label their country on a map of the world.
67. Effective links are made to help pupils' learning in other subjects. A very good example of this occurred during a 'creative week' when archaeologists worked with Year 1 and 2 pupils on mediaeval artefacts found on a local building site. Photographs show that when the pupils went back to school they carefully mapped out their finds using grids and coordinates. As a result of this work the pupils' literacy, mathematics and geography skills were greatly enhanced.
68. A particular strength of the school is the extensive range of resources which are well organised and easily accessible to the pupils. During the lunch hour pupils handled, sketched and talked about artefacts on the fossil table. These practical activities support pupils' learning very well.

Religious education

69. It was not possible to observe religious education being taught during the inspection. However, teachers' planning and samples of pupils' work are satisfactory and, together with information from discussions with pupils and staff, indicate that the requirements of the local agreed syllabus are fully

met. There is insufficient evidence to reach judgements on teaching and learning. The school uses stories during assemblies to teach pupils about Christian tradition. Pupils learn about Jesus and his disciples, and about important events in his life. In lessons pupils learn about festivals from the Muslim faith. Pupils in Year 2 have looked at weddings, and they learn about infant baptism. Teachers plan work based on the locally agreed syllabus and standards are broadly in line with what is expected, indicating that pupils' achievement is satisfactory. The subject is satisfactorily led and managed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to observe sufficient teaching in **Design and Technology**, or to see enough samples of work to make a judgement on provision. However, teachers' plans indicate that national curriculum requirements are likely to be fully met. Similarly, it was not possible to make an overall judgement on provision in **Music** as no full lessons were seen, but teachers' planning and discussions with pupils and teachers indicate that the curriculum is fully taught. The school has a very good range of percussion instruments and opportunities are available for pupils to make music and improve their musical knowledge in a lunch time recorder club.

Art and design

There were no art and design lessons seen during the inspection. However, evidence from pupils' work and talking to pupils and staff indicates that national curriculum requirements are fully met.

Main strength

- Pupils benefit from an enriched curriculum and standards are above average

Commentary

70. Pupils reach above average standards because they experience a wide range of activities, including the use of ICT to create images, and these are supplemented by an after-school art and craft club. Pupils in Year 1 have experienced weaving and have drawn pencil patterns, experimenting with tone and shade. In Year 2 they have mixed colours to match some of the plants they have seen in the outside area. All pupils have completed careful close observation drawings and work is displayed very well so that all achievement can be celebrated. Pupils learn about different artistic traditions, so that in Year 2 they paint in the style of Van Gogh, and learn how Japanese and Indian artists differ from other styles of painting. Pupils use clay confidently to produce their own models and these, too, are displayed well so that all can enjoy them. The school has maintained the good standards identified at the last inspection.

Physical education

Provision in Physical Education (PE) is good.

Main strengths

- Pupils are enthusiastic and achieve above average standards
- Pupils with special physical needs are fully involved in lessons and achieve very well

Commentary

71. From the time children enter the nursery they benefit from the very good outdoor provision which helps them acquire and develop physical skills. As they move through the school they are taught dance, gymnastics and games, and are able to practise their skills further in an after school games club. As a result, pupils' achievement is good and they attain standards above those expected for their age. These are good improvements on the last inspection.
72. Teaching is good. Lessons are well organised and effective use is made of the resources and equipment available. This was exemplified in a games lesson directed by the subject leader involving both Year 2 classes. Pupils warmed up effectively and demonstrated a satisfactory knowledge of the reasons for doing so. They listened attentively while the purpose of the lesson, to practise and improve skills related to ball games played in small teams, was explained. They followed this by working in smaller groups led by the two teachers and two teaching assistants. Without exception, pupils concentrated hard on their skills, coached by the adults who had been well-briefed by the

subject leader. As a result, they made good progress and demonstrated above-average skill in throwing, catching and positioning themselves for a game. Achievement was limited, however, in a Year 1 lesson when insufficient time was available in the timetabled slot to develop and extend pupils' learning. This occurred because the assembly immediately before the lesson overran its allotted time.

73. Teaching assistants ensure that pupils with special learning or physical needs are very well supported. For example, a Year 1 pupil for whom physical co-ordination is a considerable challenge, took full part in a lesson on ball skills and, encouraged by the positive attitude of classmates, did very well to achieve the full range of activities.
74. Pupils enjoy the range of activities in lessons and respond well to opportunities for dancing. As well as maypole dancing, Year 2 pupils particularly enjoyed an excellent creative dance session when mathematics, language and science were woven into the lesson and encouraged not only imaginative work, but also very good social attitudes.
75. Leadership and management are good. The subject leader has a clear overview of standards, checks the quality of teaching and provides advice on improvement to colleagues. Pupils' progress is regularly checked and recorded, and good use is made of digital cameras and video to encourage pupils to evaluate their own performance. The school is planning to develop the subject further through links with a local sports college.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is very good.

Main strengths

- Pupils benefit from good role models provided by adults
- Social skills are systematically developed throughout the school so that pupils' behaviour and attitudes towards others are very good
- Health education is supported and encouraged at all levels

Commentary

76. The school's ethos of care underpins personal, social and health education in all aspects of school life. Adults deal with pupils and each other in a respectful, calm manner and there is an expectation that pupils will behave similarly. Circle time (when pupils sit in a circle and learn to listen to and value each other's feelings and opinions) is used throughout the school, starting in the nursery, when the children begin to understand that everyone has a right to be heard politely. As pupils progress through the school these lessons help build the necessary skills and understanding for them to play an effective part in the School Council.
77. Through science lessons and day-to-day routines pupils are taught the importance of, and ways to, keep themselves healthy and safe. This process is further enhanced by the very good arrangement the school has with the School Health Service by which regular surgeries are provided for parents to discuss health related issues with a nurse.
78. Responses in their questionnaires, and discussions with inspectors, indicate that virtually all parents consider this aspect to be a strength of the school.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
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).