

INSPECTION REPORT

BROOMHILL INFANT AND NURSERY SCHOOL

Bristol

LEA area: Bristol

Unique reference number: 108983

Headteacher: Mrs Lesley Newman

Lead inspector: Mr D J Curtis

Dates of inspection: May 10th - 12th 2004

Inspection number: 255638

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 and nursery
School category:	Community
Age range of pupils:	3 – 7
Gender of pupils:	Mixed
Number on roll:	190
School address:	Fermaine Avenue Brislington Bristol
Postcode:	BS4 4UY
Telephone number:	0117 9777777
Fax number:	0117 9777777
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Francis
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the Brislington district of Bristol. Currently, there are 190 pupils on roll, including children in reception and nursery. In the nursery, 18 boys and 18 girls attend part time, with five boys and two girls attending full time. The majority of pupils are White-British, with a small number from minority-ethnic families. No pupils have English as an additional language. Twenty-seven pupils (14 per cent) are identified as having special educational needs (SEN) which is similar to the national average. However, in the current Year 2, 28 per cent of pupils are identified with SEN which is a high proportion. Four pupils in the school have a statement of special educational need. Eight pupils have social, emotional and behavioural needs. At just over 20 per cent, the proportion of pupils entitled to free school meals is above the national average. The headteacher was appointed in April 2003 but was absent through illness for the autumn term in that year. Of the four teachers in Years 1 and 2, three are on temporary contracts covering maternity and secondment leave. Two joined the school in September 2003 and one in April 2004.

The school has received the following awards:

Basic Skills Quality Mark
Investor in People
Healthy Schools
School Achievement (2001)
Bristol Standard.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	Mathematics, Science, Information and communication technology, Physical education, Religious education.
13911	Mrs J Gallichan	Lay inspector	
18498	Mrs D Morris	Team inspector	English, Art and design, Design and technology, Geography, History, Special educational needs, Personal, social and health education.
24342	Mrs D Franklin	Team inspector	Areas of learning for children in the Foundation Stage, Music.

The inspection contractor was:

MSB Education Ltd

Broomhill
Wimborne
Dorset
BH21 7AR

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, subjects and courses	
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 STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a **satisfactory** standard of education. It gives satisfactory value for money. The determination of the headteacher and governors to raise standards is an aid to achievement. Unsatisfactory pupil punctuality and a period of staffing instability are barriers to achievement.

The school's main strengths and weaknesses are:

- In Year 2, standards are well below the national average in mathematics, and below average in reading and writing.
- Teaching in Years 1 and 2 is inconsistent, especially for pupils of average and below average ability.
- Pupils' personal development, including attitudes to school and behaviour, are good as the result of good provision for pupils' spiritual, moral, social and cultural development.
- Teaching in the Foundation Stage (reception and nursery) is very good and contributes to very good achievement.
- Boys do not achieve as well as girls.
- The achievement of pupils with special educational needs (SEN) is good.
- Punctuality is unsatisfactory.

Improvement since the previous inspection has been satisfactory. Standards are not as high as six years ago, but this is linked to children starting school with much lower standards than in 1998. The Foundation Stage curriculum has been improved and the school now assesses pupils' learning much more thoroughly. The library is being used much more effectively to develop library skills. Attendance has improved.

STANDARDS ACHIEVED

Children start school with standards which are well below expectations for three and four year olds, especially in the early development of language skills. In the nursery and reception classes **achievement is good**. However, taking into consideration the low starting point, few children are likely to achieve the goals they would be expected to reach by the end of reception in communication, language and literacy and in mathematical development. Children meet the expected goals in personal, social and emotional development, knowledge and understanding of the world and creative development. Children exceed the goals in physical development.

The standards achieved in Years 1 and 2 are **unsatisfactory**. In Year 2, standards are well below average in mathematics and below average in reading and writing. However, recent initiatives to raise standards in reading are having a beneficial effect. Standards in science are average. The achievement of pupils with SEN is good. Standards in information and communication technology (ICT) meet national expectations, and in religious education standards meet the expectations of the locally agreed syllabus. Boys do not achieve as well as girls.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	E	E	E	D
Writing	E	C	C	B
Mathematics	E	E	E	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly on the basis of entitlement to free school meals.*

Pupils' personal development is **good**. The provision for pupils' spiritual, moral, social and cultural development is **good**. Attendance is satisfactory, but punctuality is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **satisfactory**, with strengths in the Foundation Stage. Teaching and learning are **satisfactory** overall, but very good in the Foundation Stage. In Years 1 and 2, teaching is inconsistent and does not challenge pupils of average and below average ability, especially boys. Teaching of reading is good and has contributed to the improvement in standards. There are strengths in the support given by learning support assistants. In the Foundation Stage, teachers, nursery nurses and learning support assistants have a strong understanding of the learning needs of young children and provide them with a high quality curriculum, including outdoor play.

The curriculum is satisfactory, with significant strengths in the Foundation Stage. There is very good provision for pupils with SEN, and in the very good range of clubs, visits and visitors. The provision for personal, social and health education is good. Accommodation and resources are satisfactory. However, there are insufficient resources for the teaching of mathematics.

Pupils receive very good care and support, especially those with SEN. The school has very good links with parents because it works hard to involve them. Links with other schools are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher in the relatively short time since her appointment has provided good leadership, especially in her absolute determination to raise standards. She already has made a significant impact on raising standards in reading. Governance is good, with strengths in the support given to the headteacher in the drive to raise standards. The chair of governors is very hard working and very supportive of the school. The role and responsibilities of subject leaders has been enhanced significantly since the appointment of the headteacher.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and particularly appreciate the fact that the headteacher and her colleagues are so approachable. They enjoy the opportunity to take part in family learning courses which the school provides.

Pupils say that they like school and their teachers. They enjoy meeting visitors and going on visits. Pupils enjoy lunchtimes because they have a good range of games and activities to do which stops them from becoming bored.

IMPROVEMENTS NEEDED

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

- To raise standards in Year 2 in reading, writing and mathematics.
- To improve the consistency of the quality of teaching in Years 1 and 2.
- To improve pupils' punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved by the end of Year 2 are below average, and pupils' achievement is unsatisfactory.

Main strengths and weaknesses

- Although below average, standards in reading and writing are improving.
- Standards in mathematics are well below average.
- Boys do not achieve as well as girls.
- Achievement of children in the Foundation Stage is very good.
- Standards in physical education exceed expectations for seven year olds.
- Standards in music are below expectations for seven year olds.

Commentary

1. As the result of very good teaching, achievement of children in the nursery and reception is very good. Children make good progress in their learning and are on course to meet the goals they are expected to meet in personal, social and emotional development, knowledge and understanding of the world and creative development. In communication, language and literacy and in mathematical development they will not reach the goals. Children are on course to exceed the goals in physical development.

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

Standards in:	School results	National results
Reading	14.2 (14.3)	15.7 (15.8)
Writing	14.4 (14.4)	14.6 (14.4)
Mathematics	14.8 (15.4)	16.3 (16.5)

There were 42 pupils in the year group. Figures in brackets are for the previous year

2. Results of national tests in 2003 for pupils in Year 2 were well below average in reading and mathematics, but average in writing. Results were much lower than in the previous two years and reversed the trend of improvement from 1999 and 2000. Girls continued to achieve higher standards than boys. In the current Year 2, standards in reading have improved to below average as the result of introducing a new reading scheme and stronger teaching as part of the headteacher's determination to raise standards in the school since her appointment. Standards in writing have fallen to below average because the school has focused heavily on improving reading. In addition, 28 per cent of pupils in Year 2 are identified with special educational needs and this is a factor in lower standards. In mathematics, standards remain well below average because teachers focus too heavily on number and there is an excessive use of worksheets which do not challenge or extend pupils' thinking. Girls continue to outperform boys. In many lessons, boys do not play a full part in question and answer sessions either at the beginning or end of lessons and this contributes to their underachievement.

3. Standards in science are average. However, more able pupils are not challenged sufficiently to extend their scientific knowledge and understanding. Pupils show a good understanding of life cycles of plants and animals. In ICT, standards meet national expectations, with standards in religious education meeting the expectations of the locally agreed syllabus. In physical education, standards exceed expectations for seven year olds, with standards in gymnastics especially good. In

music, standards are below expectations. Insufficient lessons were seen in other subjects for secure judgements to be made.

4. Pupils with special educational needs (SEN) make good progress as measured against the targets in their individual education plans and their achievement is good. Pupils benefit from very good teaching and very strong support from learning support assistants. The support given to pupils with specific emotional and behavioural needs is particularly impressive.

5. Standards in the school are not as high as they were at the time of the previous inspection and certainly not as high as they should be, and this is clearly recognised by the headteacher. A strength of the school is her absolute determination to raise standards, and in this she has the total support of the governing body and her colleagues. The discernable improvement in reading shows the school's capacity to bring about the improvement needed.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to learning and behaviour is **good**. Attendance is **satisfactory**, but punctuality needs to be improved. The overall provision for, and standards achieved in relation to, pupils' spiritual, moral, social and cultural development are **good**.

Main strengths and weaknesses

- Foundation Stage children are keen and enthusiastic learners and behave very well.
- A small but significant number of Year 2 pupils have challenging behaviour which disrupts the learning of others.
- Pupils' personal development is good; Year 2 pupils, in particular, are given good opportunities to take responsibility.
- The school has been successful in improving the level of attendance, which is now near the national average.
- Punctuality is unsatisfactory.

Commentary

6. Children in the nursery and reception classes respond well to the clear routines and high expectations set for them by their teachers. Relationships are very good. Children respect their learning environment, handling books and other equipment carefully. The stimulating learning environment excites and interests children so they make good progress in their learning.

7. Most pupils in Years 1 and 2 have good attitudes to learning and behave well. Behaviour was very good during an assembly about 'Our World' when pupils were encouraged to think about the good and beautiful things around them. Pupils respond well when teaching is well organised, runs at a good pace and stimulates their interests. For example in a well taught Year 2 mathematics lesson, pupils listened in total silence during the teacher's explanations and when given time limits to complete a task settled straight to it. However, some pupils do find it difficult to concentrate, easily become distracted and engage in off-task activities. Learning time is lost as teachers take time to deal with the distracting behaviour.

8. Class rules and reward systems help to motivate pupils and pupils are delighted when praised by adults and proudly show off any stickers they have been awarded. Year 2 pupils are given special responsibilities, such as being 'Eco Friends' with responsibility for looking after younger children and making sure the playground is free of litter. In all classes, pupils have 'jobs' or are 'special helpers' for the day. Assembly themes, such as 'The Community', help pupils to understand about caring for one another. Pupils experience a good range of events which enhance their cultural development.

9. The school has improved procedures to encourage and promote good attendance. The school makes sure parents understand the importance of good attendance and absences are followed up carefully. Parents are now required to give a reason for late arrival in the late book but at the moment too many pupils miss the vital settling down period at the beginning of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.0
National data	5.4	National data	0.4

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

10. There were no exclusions in the previous school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory.

Teaching and learning

Teaching and learning are satisfactory, with significant strengths in the Foundation Stage. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching in the Foundation Stage is very good and has a positive impact on children’s very good achievement.
- Teaching in Years 1 and 2 is inconsistent, especially in relation to challenge for pupils of average and below average ability.
- Learning support assistants are used effectively to support pupils’ learning.
- Results of assessment of pupils’ work are not used sufficiently to plan future learning.

Commentary

Summary of teaching observed during the inspection in 25 lessons¹

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	6	7	1	1	0

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

11. A significant strength of the school is the quality of teaching in the Foundation Stage. Teaching is of a high standard and makes a significant contribution to children’s very good achievement in the nursery and reception. Teachers, nursery nurses and learning support assistants have a very detailed knowledge and understanding of the learning needs of young children. Planning is of high quality and is matched carefully to the stepping stones for each area of learning within the Foundation Stage curriculum. The use of outdoor areas is imaginative and creative and children thrive on the activities provided.

12. In Years 1 and 2, teaching in lessons varied from very good to poor and this inconsistency was reflected in the analysis of pupils’ previous work from September 2003. In Year 2 in literacy and numeracy there is an overuse of photocopied worksheets which do not challenge or extend pupils’ thinking and these contribute to underachievement of pupils of average and below average ability.

¹ One lesson was not graded for teaching because it lasted less than 30 minutes.

The lack of dates and poor organisation of these sheets means that it is difficult for pupils, teachers and parents to see progress. In Year 1, pupils' work is completed in exercise books and it is much easier to track progress and work is of a higher quality and consistency. In lessons, teachers do not consistently involve boys in question and answer sessions at the start and end of lessons. This is particularly the case with boys who are shy and retiring, and this is a factor in boys' underachievement. In a few lessons, time is not well managed and pupils spend far too long on the carpet, with the result that there is insufficient time for them to complete written work in the group work part of the lesson. Again, this contributes to underachievement. In group work, teachers do not always make it sufficiently clear to pupils as to what they should achieve in the time. In addition, when pupils finish the work, extension activities are not always sufficiently challenging or demanding.

13. Learning support assistants play an invaluable role in supporting pupils' learning, especially pupils with SEN. They show a high degree of patience and sensitivity in dealing with individual pupils who have complex emotional and behavioural needs. Learning support assistants work exceptionally hard to involve these pupils in lessons and to motivate and encourage them to learn even when they show great reluctance to do so. During the group work part of lessons, they provide effective support for pupils and this contributes to good progress made by pupils with SEN. However, in a few lessons, pupils do not receive sufficient support because learning support assistants have to spend so much time on supporting those individuals with emotional and behavioural needs.

14. Since the appointment of the headteacher, the school has made great strides in more accurate assessment of where pupils are in their learning. Results of national tests are analysed carefully to identify gaps in pupils' learning. In addition, examples of pupils' work matched to the levels required by the National Curriculum are in place for most subjects. These provide a greater consistency of understanding amongst teachers, especially those who are newly qualified, as to the expectations for each level. However, this information is not being used sufficiently well to set targets for individual pupils or to amend planning for year groups in order to raise standards.

The curriculum

Overall curriculum provision is **satisfactory** and meets statutory requirements. The wide range of extracurricular activities and opportunities to enrich the curriculum are **very good** and support the curriculum very well. Accommodation and resources are **satisfactory**. Accommodation and resources in the Foundation Stage are very good.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is very good.
- The curriculum in the Years 1 and 2, although satisfactory, is not as rich and stimulating as in the Foundation Stage.
- Provision for extracurricular activities is very good and visits and visitors are used very well to enhance the curriculum.
- The school makes good provision for pupils with SEN.
- Provision for personal, social and health education is good.
- There is good provision for equal access and opportunity for pupils who are well prepared for their next stage in education.
- Resources are unsatisfactory to teach the mathematics and science curriculum but there is a very good number of support staff.

Commentary

15. The curriculum provided for children in the Foundation Stage is of a high quality and supports the needs of the children very well. It has continued to be very well developed since the last inspection. A wide variety of very well planned activities are provided for the children and all areas, both inside and outside the classrooms, are attractive and exciting. These activities are interesting

and stimulating for the children and ensure that learning is fun for all. Medium-term planning and learning objectives are clearly displayed in each classroom and planning is very comprehensive.

16. The quality and range of learning opportunities for pupils in Years 1 and 2 are satisfactory but the curriculum is much more formal than in the Foundation Stage. Teachers use the literacy and numeracy strategies satisfactorily but are not creative in the use of these strategies to support other areas of the curriculum. For example there is too limited use of development of writing skills in subjects, such as history and geography. Using and applying mathematical skills is underdeveloped. The curriculum is not stimulating or interesting for pupils and lacks the practical experiences that these pupils need in order to succeed.

17. Provision for pupils with SEN is good. Some innovative practice has been introduced and this is helping pupils to achieve well, both in terms of their personal development and towards their targets. Procedures have improved since the last inspection and now fully meet the requirements of the Code of Practice². Good inclusion opportunities ensure that pupils with SEN have equal access to all that the school has to offer.

18. The school has a wide range of extracurricular activities for pupils, both in the lunchtime and after school. Activities are very well attended and enjoyed by all who participate in them. Activities on offer include art, drama, football, design and technology, mathematics, and recorder clubs. There is a games club for children in the reception classes. Visits and visitors to the school are encouraged and make a very good contribution to pupils' learning. For example pupils are involved in an 'Eco' project with the community and make visits to local shops and the library. Visitors to school include the local police, fire service and Chinese lion dancers. All make a very good contribution to learning opportunities for pupils.

19. Provision for pupils' personal, social and health education is good. The school has an appropriate sex and relationships education policy and personal, social and health education lessons are a regular feature of the timetable in all classes. The school has a comprehensive programme for teachers to use and there is a skills list for assessment purposes.

20. The school makes good provision to ensure that all pupils have equal access to the curriculum. Teachers plan in year groups to ensure that pupils have the same experiences in each class, although the outcomes vary in some classes, particularly in Year 2. Pupils, who find learning difficult or who have specific physical needs, are very well supported by support assistants so that they can have the same experiences as the rest of the pupils at an appropriate level. They are well prepared for their next stage of education by several visits to their next class, particularly when moving to the junior school. The school ensures that all assessment records are provided for the next teacher. Links between subject leaders ensure that there is progression of skills, knowledge and understanding as pupils move through the school.

21. The school does not have enough resources to meet the demands of the mathematics and science curriculum and this is having a negative impact on standards in these subjects. The school has successfully addressed the issue from the last inspection regarding library facilities and has increased resources for the library. These resources, together with a new reading scheme which was recently introduced, are having a positive impact on standards in reading. There is a very good number of support staff in the school who are valued and play an important role in providing good quality support for pupils.

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

Care, guidance and support

There is **very good** provision for pupils' care, welfare and health and safety. Pupils receive **satisfactory** support, advice and guidance based on teachers' monitoring. Arrangements to seek, value and act upon pupils' views are **satisfactory**.

Main strengths and weaknesses

- There is very good induction into the nursery and reception classes and careful, sensitive transfer to the junior school.
- There has been appropriate training of all staff and a systematic approach to reviewing and implementing health, safety and care procedures.
- Pupils with emotional and behavioural difficulties are being well supported to raise their self-esteem.

Commentary

22. Children are sensitively introduced to nursery and reception classes. Home visits are made so staff, parents and children can get to know one another and start planning the child's next steps in learning as partners. Parents receive good information and are encouraged to approach the school with any questions so they can prepare their children for their first days in school. Transfer to the junior school is equally thoughtful. A close partnership with the junior school means there are lots of visits by children between the two schools. Year 2 pupils therefore become familiar with the junior school and its staff before transfer. Pupils then commence their next stage of learning with confidence.

23. Staff care for pupils well and have their best interests at heart. Adults take time to talk with pupils and listen to their views and concerns. A school council is being planned so pupils can become more formally involved in decisions to improve their school. Their views were taken into account as the playground was improved and more activities made available to them. There is a systematic approach to ensuring a safe environment; potential hazards are identified through regular checks of the premises. Staff have been trained appropriately in relation to child protection procedures and behaviour management, resulting in a cohesive approach to implementing policies.

24. Good strategies have been put in place to help support pupils who find concentration and good behaviour difficult, but these will take time to have a positive impact. One to one or small group sessions are helping to raise pupils' self-esteem and help children to understand and control their actions. Careful monitoring of pupils is helping staff to respond to pupils' individual needs in the most appropriate way.

Partnership with parents, other schools and the community

The partnership with parents is **very good** and a strength of the school. Links with the community and other schools are **good**.

Main strengths and weaknesses

- Parents are very positive about all aspects of the school.
- Parents are encouraged and supported well to enable them to help their children to continue with their learning at home.
- Parents receive very good information about school activities, although last year's reports in Years 1 and 2 did not meet requirements.
- Good links with others schools and the community enrich pupils' learning opportunities.

Commentary

25. Parents are overwhelmingly positive about the school and the support their children receive. They are encouraged to play an active part as partners in their child's education and opportunities are provided for them to improve their own skills through family learning courses. Regular newsletters and notices on class windows keep parents informed about their child's learning and encourage their involvement with homework. Parents' good support of the school is demonstrated by the success of BISCUITS (the parents' association) that works hard to raise money for additional resources for the children.

26. Communication between the school and parents is very good. Information is written in straightforward language, attractively presented and available on the school website. The recent introduction of the link book means parents who do not come into school at the beginning and end of the day are able to communicate regularly with their child's teacher. The approachability of teachers, regular invitations to school events and Friday surgeries held by the headteacher, result in a real open door policy appreciated by parents. Although there are plenty of opportunities for parents to find out about their child's progress, last year's reports were too brief and did not give a clear picture of levels of attainment and progress in each subject. A new format is planned for this year.

27. Pupils' learning is extended through links with the junior school in particular and the local community. Pupils enjoy visits to the local shops and library and hear about the work of community workers such as policemen, firemen and a bus driver. As well as visits for children between the infant and junior schools, close links mean the sharing of expertise between staff which contributes to their continuing professional development.

LEADERSHIP AND MANAGEMENT

The governance of the school is **good**. The leadership of the headteacher is **good**. The leadership of other key staff is **satisfactory**. Management is **good**.

Main strengths and weaknesses

- The headteacher has a very clear vision for the future of the school and a strong sense of purpose.
- Governors have a good understanding of strengths and weaknesses of the school.
- Monitoring of data and taking action to raise standards is improving.
- The leadership roles of some key staff are in the early stages of development and have not yet had a significant impact on standards.
- Financial management is good.

Commentary

28. The leadership of the new headteacher is good and she has a very clear vision for future developments. She has begun to make improvements in many aspects of the school, and there is emerging evidence that these are beginning to have an impact on provision and on standards. The good school improvement plan is a creative tool to take the school forward. It sets out the immediate priorities clearly and focuses on the review and planning cycle to measure improvements. Although only a one year plan, there is evidence that it has had a significant impact on improving standards in reading and on raising confidence and self-esteem, as well as positive relationships amongst the school community. There is a clear drive for improvement and a strong sense of purpose that indicates a good overview and awareness of all aspects of the school.

29. The governing body has good awareness of the strengths and weaknesses of the school and is very aware of the need to raise standards. Governors are focused on this aspect and have worked hard to develop good awareness of the issues facing the school. They have shown that they are prepared to make difficult decisions in order to raise standards. For example, they have recently

allocated a large sum to the funding of a new reading scheme and library. These are having a positive impact on standards in reading, which are predicted to rise this year. Governors are very supportive of the changes that the headteacher is making and are involved actively in many areas of school life.

30. Monitoring of data from previous assessments is good. Because of this good monitoring and analysis, the school is aware of how well it is doing and is focused on improvements. This has led to the good reading initiative this year, and plans are rightly in place to improve standards in mathematics and writing in the near future. The reading initiative has led to improved teaching and learning in reading as well as to much improved resources, and an emerging rise in standards.

31. The leadership roles of some key staff are in the early stages of development. This is because there have been staffing difficulties and several temporary staff recently. Consequently, leadership and overview in many of the non core³ subjects are too limited. This has had an impact on provision in subjects, such as music. Monitoring of teaching and learning in all subjects by subject leaders is limited, but plans are in place to improve opportunities and training over the next two years.

32. The school's finances are effectively managed and monitored. The finance committee is clear about its priorities and day-to-day budgeting by school administrators is good. Best value is sought at all times. Taking into account the low standards of achievement, the satisfactory quality of teaching, and good leadership and management, the school provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	491,950
Total expenditure	484,430
Expenditure per pupil	2,478

Balances (£)	
Balance from previous year	-4,760
Balance carried forward to the next	2,760

³ Art and design, design and technology, geography, history, music and physical education

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**. It has been maintained in the nursery and improved in the reception classes since the previous inspection. Most children start nursery with standards that are well below the expected levels, especially in communication, language and literacy skills. Children's achievement is very good and many children exceed the early learning goals in physical development. Many children attain the early learning goals in personal, social and emotional development, creative development and in knowledge and understanding of the world. Standards are below the expected levels in communication, language and literacy and in mathematical development. The quality of teaching and learning is very good and this has been maintained in the nursery and improved in the reception classes. Leadership and management are very good. The co-ordinator is a very good role model and supports her team extremely well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good.
- Teaching is very good.

Commentary

32. Many children start school with skills well below those expected for their age. By the end of the Foundation Stage, most are achieving the early learning goals. This is because the quality of teaching and learning is very good. All adults are consistent in their expectations of good behaviour and consequently the children know what is expected of them. Children are provided with a very good range of experiences and they respond very well. The outdoor areas are used extremely well and activities, planned both indoors and outdoors, are stimulating and enjoyable for the children. Consequently children are happy, confident and willing to talk to adults. Children play sensibly together in the various role play areas, such as the travel agents, the boat, and the train buffet. They know how to take turns and relationships are very good. Most children are confident to plan their own activities and they know that they need to tidy the area that they have been working in before moving to the next area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Few children reach the early learning goals by Year 1.
- Children are provided with lots of stimulating activities to develop their skills and they are achieving very well.
- Teaching and learning are very good.

Commentary

33. Few children are expected to achieve the early learning goals by the end of the Foundation Stage. This is because many children start school, in the nursery, with very poorly developed language skills. Very good teaching enables them to make very good progress and most achieve

very well. However, speaking and reading skills are just below those expected for their age by Year 1, and writing skills are well below the expected levels. Children with particular needs are identified appropriately and very detailed observations are kept on all children so that the next steps in their learning can be identified and used in planning. Children develop their speaking skills very well through role play activities, in focused discussions and when adults are working with individual children. However, few are able to talk in detail, speaking clearly and audibly with confidence and control.

34. Children enjoy listening to stories, and in the nursery children responded particularly well when the teacher used objects from the story, such as a bucket, a spade, a seal and a teddy, to help her to tell the story. All children were absolutely spellbound and enthralled. In reception, children are beginning to use pictures to help them tell the story, and one more capable child knew the difference between a play and a story. Children use their knowledge of initial letter sounds to recognise key words but most are still at the early stages of reading. In nursery, children make marks to represent writing, often using familiar numbers, shapes and some letters. In reception, this is further developed and, with adult support, some children are using the correct initial letter sounds for words. Most are confident to write their name and to tell the adult what their writing represents. Although very few are able to form a sentence, some children can use simple punctuation.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Few children are likely to attain the early learning goals by Year 1, particularly in calculating.
- Teaching and learning are very good and children are achieving very well.

Commentary

35. Teaching and learning are very good, but few children achieve the early learning goals in all areas of mathematical development by Year 1. Many children enter school with well below average skills in mathematical development. By the end of reception, children are achieving the expected goals in shape, space and measure, and their understanding of number for counting is as expected for this age. However, few children use their knowledge of number for calculating. With adult support, children in the nursery solve the problem of how the cars will board the car ferry and count the number of cars needing to go on the ferry. In reception, children count the number of passengers on the train and satisfactorily understand the use of language 'more' and 'less'. Many recognise numbers 1 to 9 and more capable children recognise higher numbers 10 to 50, written inside hoops for them to jump into. Very detailed assessments and observation notes are kept on all children and these are used very well when planning activities to meet appropriate needs. Children with specific needs are very well supported so that they can take part in the same activities as the rest of the class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- First hand experiences and very good teaching enable children to achieve very well.
- Very good use is made of the outside areas to support children's learning.

Commentary

36. A wide variety of very well planned activities enable children to gain lots of experiences of the natural world. Children in the nursery find out about things that are found on the seashore. They select their own materials to make boats out of junk materials and from construction kits. They are confident to use the mouse to control a computer program. In reception, children talk about what their plants need to grow and talk about the objects found on the seashore. They draw a map of the school and know about the people who help them around school. Many enjoy making boats. They select their materials confidently and investigate the best ways to join materials. With support, children make the wooden tracks for 'Thomas the Tank Engine' and know why they need to wear goggles when tapping the nails into the wood with a hammer. Most children are confident to use the mouse to select the correct functions on the computers and to put a tape in the recorder to listen to a story. Children in the Foundation Stage are beginning to know about their own cultures and those of others. They prepared a tea party for their mums and carers to celebrate Mother's Day, and made masks to celebrate the Chinese New Year. Very good teaching enables all children to achieve very well and by Year 1 most have achieved the early learning goals.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Many children exceed the early learning goals by Year 1 because they have many opportunities to develop their skills.
- The quality of teaching is very good.
- Resources are very good and used very well to support children's learning.

Commentary

37. Children have many opportunities both inside and outside to develop their co-ordination. The very good range of outdoor equipment is well used to climb, balance and develop ball skills. Large wheeled toys, tunnels and dolls' prams are handled competently and children handle balls and small equipment well to develop their manipulative skills.

38. Children squeeze and roll dough into shapes, using tools well to cut shapes and to make patterns on their shells and cakes. In reception, children move around the hall confidently with good awareness of space and of each other. They follow the teacher's instructions when walking, jumping across, or alongside skipping ropes. They balance first a beanbag then a ball carefully on a bat and confidently use a bat to control a ball rolling along the floor. By the end of the Foundation Stage, many children have exceeded the early learning goals because of the very good teaching they have received.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of the very good adult support they have to develop their skills.
- Resources are very good and are very well organised so that children can select their own materials.

Commentary

39. By the start of Year 1 most children have achieved the early learning goals. They are given lots of adult support to develop their creative skills. In the nursery, children are helped to develop their

observational skills when they make replicas of shells using play dough. In reception, children select their own materials to create pictures in the style of Turner and learn how to use the technique of 'smudging' using pastels to make their pictures more interesting. They mix their own colours to paint interesting pictures and are responsible for washing their palettes and paintbrushes. A wide range of role play areas are provided for the children, both indoors and outdoors, and these develop imaginative skills very well. No music was observed during the inspection but photographic evidence indicates that the children have plenty of opportunities to use musical instruments. Very good teaching and support from all adults enable all children, including those with specific needs, to achieve very well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement in reading is improving.
- The teaching of reading is good.
- Achievement in writing is not good enough.
- Management of the subject is effective.

Commentary

40. Standards in English are below average at the end of Year 2. However, they show improvement over the 2003 national tests where results were well below average in reading. On entry into Year 1, pupils' achievement is below expected levels. During their time in Years 1 and 2, pupils make satisfactory progress so that by the time they leave the school, standards remain below average. However, standards in reading are improving. This is because of good analysis of previous results and a clear focus on raising reading standards. Because of this focus, a good new reading scheme has been purchased, training established for staff, and good regular reading sessions implemented on a daily basis. Consequently, predictions for the end of Year 2 this year show that standards are expected to rise and teachers' skills in teaching reading have improved. Good quality guided reading sessions daily help pupils to read a wide range of texts and to hear and join in with fluent reading styles. This is helping pupils to gain in confidence and make good progress. The achievement of boys is not as good as that of girls.

41. Achievement in writing is not good enough and standards remain below average in this area of English. This is because pupils do not do enough writing in lessons or in other subjects. The school is aware of the low standards and plans are rightly in place to improve them. However, the current focus on reading has taken priority and because of this, provision in writing has not been a priority. In some literacy lessons, the allocated writing time is too short, in others, overrunning reading and spelling activities leave little time for the written component. Consequently, the amount of writing in pupils' books is too little and standards remain low.

42. Achievement in speaking and listening is satisfactory and is effectively promoted in most lessons. Good questioning is a key focus of lessons, and this encourages pupils to communicate their thoughts and ideas. For example, in many lessons 'talking partners' is a key feature. This enables pupils to talk to a friend about their activities, make decisions and offer contributions. At other times however, the majority of talking is done by adults and pupils are not then given sufficient opportunity to take part actively. Listening skills are sometimes inhibited by boisterous and noisy behaviour, but, overall, pupils' achievements are satisfactory.

43. The quality of teaching and learning is satisfactory, although it is good in most reading sessions. Lessons are well planned and resources are used well, but at times, pupils sit for too long on the carpet. This means that time allocated to recording their ideas is insufficient and sometimes

teachers accept work that is minimal. The good training that teachers have received in reading is having a positive impact on learning and is a model for improvement.

44. Leadership is satisfactory, although management of the subject is good. There has been limited monitoring of teaching and learning of writing because of the recent focus on reading. However, there is good analysis of performance as a whole and this has led to the reading initiative and an awareness of the strengths and weaknesses in the subject. The good new library facility is a key feature in the emerging success of pupils' reading skills.

45. Provision in English is not as good as it was at the time of the last inspection. This is due to a dip in attainment on entry, staffing difficulties and changes in leadership. There is a higher number of pupils with special educational needs than at the time of the last inspection. Emerging evidence recently shows that provision is now improving and is satisfactory overall, despite standards that are below average.

Language and literacy across the curriculum

46. Reading skills are used appropriately in other subjects. For example, in history, pupils in Year 2 used books well to find information about the Great Fire of London. In ICT and science, pupils are encouraged to read instructions, both on paper and on screen, helping to improve standards. However, writing skills are not used well enough. There is too little evidence of pupils' writing in humanities, particularly to ensure that standards are improved. Limited writing was seen in science and word processing in ICT, but, overall, writing is under-represented across the curriculum.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- In Year 2, there is underachievement amongst pupils of average and below average ability, especially boys.
- There is too great an inconsistency in the quality of teaching in Year 2.
- There are insufficient resources to support teaching and learning.
- In Year 1, pupils' number work indicates that standards are improving.
- Assessment is now used effectively to identify gaps in pupils' learning.

Commentary

47. Results of the 2003 national tests for pupils in Year 2 were well below the national average and reflected the year-on-year trend of well below average standards. Results continued the trend whereby girls achieve higher standards than boys. Inspection findings are that standards in the current Year 2 remain well below average and that pupils' achievement is unsatisfactory. Girls continue to outperform boys. However, standards in the current Year 1 are much closer to expectations for six year olds, especially in number, and indicate that standards are improving in the subject. Improvement in Year 1 is the result of the impact of the headteacher's determination to raise standards linked to consistently good teaching in the two Year 1 classes.

48. Standards in Year 2 are well below average because of inconsistency in the quality of teaching across the two classes. Expectations are too low as to what pupils of average and below average ability should achieve. There is an over emphasis on the use of worksheets which do not challenge or extend pupils' learning. Standards in number are the strongest feature of pupils' work. Pupils spend too little time on using and applying mathematics in problem solving and investigations and in work on shape, space and measures. In addition, boys are not sufficiently involved in question and answer sessions which, together with weaknesses in concentration and behaviour, contributes to their underachievement in comparison to girls.

49. Teaching and learning are satisfactory. There are strengths in the consistency of good teaching in Year 1, particularly in the absence of relying on worksheets. Work is matched closely to pupils' individual learning needs and pupils across the ability range are challenged and extended, with the result that they are making good progress, especially in number work, and achievement is good. In Year 2, teaching is not as consistent in the two classes. Evidence from the analysis of previous work indicates an overuse of worksheets and a lack of challenge for pupils of average and below average ability. In one class, more able pupils are challenged more, with the result that they achieve good standards. In Years 1 and 2, learning support assistants give good support to pupils with SEN.

50. Leadership and management are satisfactory. Since the appointment of the headteacher, the subject leader has been empowered to develop her role more fully. She analysed thoroughly the results of national tests in 2003 and identified gaps in pupils' computation skills. In addition, she has recognised that there are insufficient resources for teaching the subject, especially the aspects of shape, space and measures. She is very aware that boys underachieve. The subject leader has drawn up a detailed action plan to address weaknesses in the subject which will be the next focus of the school's development in raising standards.

Mathematics across the curriculum

51. Pupils make satisfactory use of their mathematics skills in other subjects, especially in science where they measure the growth of plants.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of life cycles.
- More able pupils are not challenged sufficiently.

Commentary

52. Results of the 2003 teacher assessments in science were below the national average. Standards in the current Year 2 are average and achievement is satisfactory. There is some underachievement by more able pupils because they are not challenged to extend their thinking and understanding to sufficient depth. Standards have been maintained since the previous inspection. Pupils have a good knowledge of life cycles of plants and animals and show a good understanding of how to sort materials by their properties, for example, glass, metal, wood and plastic. They do not have sufficient opportunities to investigate and experiment and this is a weaker feature of their work.

53. Teaching and learning are satisfactory. Teachers are confident in teaching science and have good subject knowledge. They make lessons interesting and encourage pupils to work hard, including using their literacy skills when writing in the subject. Learning support assistants play an effective part in lessons, especially in working with pupils with SEN so that they play a full part in the lesson and make good progress. However, teachers, through their planning and expectations, do not sufficiently challenge more able pupils to extend their thinking and understanding, particularly through experimental and investigative work.

54. Leadership and management are satisfactory. The subject leader has been in post since September 2003 and has drawn up a detailed action plan to address the key priorities of improving resources and the use of assessment to support pupils' learning. She recognises that standards are an issue, especially for more able pupils and that this needs to be addressed. Pupils benefit from an annual 'Science Week' in which the school actively focuses on the involvement of parents.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils' basic skills are a strong feature of their work.
- Teachers make good use of the interactive whiteboard.
- The computers in the ICT Suite are becoming increasingly unreliable.

Commentary

55. By the end of Year 2, standards meet national expectations and pupils' achievement is satisfactory. Standards have been maintained since the previous inspection. Pupils are confident in logging on and off in the school's ICT Suite. They know how to load a program by double clicking on the correct icon. Pupils use the mouse competently and link these skills with the use of the arrow keys when controlling a robot on the screen. Pupils applied these skills particularly well when operating an 'apple picking machine'. They are competent in using the keyboard to word-process stories.

56. Teaching and learning are satisfactory. Teachers use the interactive whiteboard in the ICT Suite to good effect. They use it particularly well when introducing a new program and in explaining and demonstrating to pupils how to use it. Pupils are fascinated and motivated by its use. However, the ICT Suite is not large enough to accommodate a whole class so teachers split their classes in two. They make very effective use of learning support assistants to work with one half whilst teaching the other half using the computers. The group with the learning support assistant works on a related activity, for example in teaching pupils to give instructions to each other as though they were robots.

57. Leadership and management are satisfactory. The subject leader has updated the policy and scheme of work since her appointment in September 2003. She has introduced a portfolio of pupils' work, including examples which are matched to the levels required by the National Curriculum which is helpful to new and inexperienced teachers in understanding what is required. She recognises weaknesses in the reliability of the computers in the ICT Suite which was evident during the inspection when they malfunctioned in both of the lessons observed in Year 1.

Information and communication technology across the curriculum

58. Pupils use their skills successfully in word-processing stories in history. They know how to use a program which reinforces their understanding of doubling and halving in numeracy.

HUMANITIES

The inspection focused on history and religious education, with work in geography sampled, as no lessons were seen in this subject.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of the Christmas and Easter stories.

Commentary

59. By the end of Year 2, standards meet the expectations of the locally agreed syllabus and pupils' achievement is satisfactory. Standards at the previous inspection were judged to be 'above expectations'. Standards are not as high now because pupils start the school with lower standards and the school has focused recently on raising standards in reading.

60. In Year 1, pupils talk confidently about special people in their lives, including friends and families, and they learn about Jewish festivals. In Year 2, pupils use their literacy skills successfully when they retell the Christmas and Easter stories. They show good skills in being able to sequence the stories. Pupils understand the importance of the festival of Diwali and symbols of light. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

61. Teaching and learning are satisfactory. Teachers make good use of question and answer sessions to discuss pupils' thoughts and ideas, for example on special people. This makes a good contribution to the development of speaking and listening skills. In lessons, learning support assistants provide effective help, especially for pupils with SEN in including them fully in lessons. Teachers make good links to other subjects, for example in making Diya lamps in art and design, and in designing and making coats for Joseph in design and technology.

62. Leadership and management are satisfactory. The policy is up to date and the subject leader has ensured that there are adequate resources for teaching the subject and that it is taught to the requirements of the locally agreed syllabus.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Historical skills are taught well.
- Enrichment of the curriculum through history is good.
- Literacy skills are not used well enough in history.
- Speaking skills are a key feature of history lessons.

Commentary

63. Achievement in history is satisfactory and pupils' standards meet those expected in Year 2. Pupils enjoy history lessons. Pupils in Year 2 have been learning about The Great Fire of London. They listen carefully to stories about the event and show that they are developing appropriate historical skills as they search for further information in books and pictures. They show an appropriate understanding of the passing of time and, when asked, three pupils were able to place

The Great Fire accurately on a timeline. They knew that it was 'almost 400 years ago' and showed good awareness of the differences in the buildings between then and now.

64. The quality of teaching and learning in history is satisfactory, although the teaching of historical skills, particularly enquiry skills, is taught well. Teachers provide a good range of resources and books to promote interest, observation and enquiry. Because they ask focused questions, pupils look carefully and find answers. When asked why they thought The Fire of London burned for so long, pupils answered that it was 'because houses were built so close together' showing good observation and thinking skills.

65. Leadership of history is satisfactory. Provision is appropriately monitored and there is a clear overview of what is being taught. Enrichment of the school curriculum through history is good. Pupils have good opportunities to visit museums, have access to some exciting resources, such as the collection of old toys for younger pupils, and use their creative skills well in the study of history. Some good examples of paintings and drawings of The Great Fire were seen. However, literacy skills are not used well enough in history. There is too little writing in pupils' past work and too little was done in lessons during the inspection. This has a negative impact on standards in history and in English. Speaking skills are effectively promoted in lessons. This is because teachers use a good interactive approach that encourages pupils to offer opinions and discuss historical questions. Consequently, achievement in speaking improves and supports history well.

66. In **geography**, pupils in Year 1 make good use of the outdoor areas to develop their geographical skills. They learn about the days of the week and the months and seasons of the year on a regular basis. In Year 2, pupils have made accurate maps of their journeys to school, showing clearly some of the geographical features that they pass on their way. Some good cross-curricular links are evident in the study of geography, both with mathematics and science. In one Year 2 class, pupils have been following the journeys of people who go on holiday. They have collected postcards and identified places on a world map from as far apart as Tanzania and Devon. In lessons, pupils in Year 2 have been finding out about the 'Isle of Struay', based on a real island. They have found out about the jobs that people do there and the kinds of lives people lead.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Sufficient lessons were seen in order to judge provision in music and physical education. Work in art and design and design and technology was sampled because no lessons were seen.

MUSIC

Provision in music is **unsatisfactory**.

Main strengths and weaknesses

- Too few pupils attain the expected National Curriculum levels by Year 1.
- The quality of teaching and learning is unsatisfactory.

Commentary

67. Standards in music are below national expectations. This is not as good as at the time of the last inspection when standards were above national expectations. Pupils in Year 1 are beginning to recognise high and low sounds but very few are confident enough to sing a high or low sound. Only about half the class chose the appropriate instruments to play these sounds. In Year 2, pupils sing loudly and quietly at the appropriate times and use instruments to produce loud and quiet sounds. Pupils represent sounds with symbols but do not recognise how the different sounds can be used to create different moods and effects. They are not confident to improve their work.

68. Achievement is unsatisfactory because the quality of teaching and learning is unsatisfactory. Lessons are appropriately planned using the commercial scheme of work but too few teachers have

secure subject knowledge or confidence to extend pupils' learning. Lessons are over directed and there are too few opportunities for pupils to experiment with instruments. Where a significant minority of pupils behaved inappropriately, behaviour management strategies were inconsistent.

69. Leadership and management are satisfactory. There is no music specialist in the school and the subject leader has worked hard to develop her own skills so that she can support her colleagues. She regularly attends training and has sought support from experts within the authority. However, she has had very few opportunities to monitor the quality of teaching and learning except in the Foundation Stage. Assessment procedures, which were identified as an issue in the last report, remain an area for development. The subject leader has improved resources, which are now adequate, and the school encourages performers to visit the school. Recently pupils in Year 2 gained experiences in African drumming during a joint venture with the junior school.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils' gymnastics skills are good.
- Teachers pay good attention to health and safety issues.
- Lesson warm-ups are rigorous.

Commentary

70. By the end of Year 2, standards exceed expectations for seven-year-olds and pupils' achievement is good. Standards have been maintained since the previous inspection. Pupils know the importance of regular exercise to keep fit and healthy and this links well to their work in science on life processes and living things.

71. In gymnastics, pupils show a good awareness of space when moving around the hall and they are confident in working at different levels. They perform good sequences, for example in moving from small, curled shapes to long, thin ones. Pupils work successfully in pairs to plan, perform and refine sequences, and this makes a strong contribution to their social development. In games, pupils develop good skills in throwing, catching and passing. They understand the importance of a warm-up at the start of lessons and enjoy the rigorous activities provided for them by teachers. Pupils understand why they need to cool down at the end of lessons.

72. Teaching and learning are good and make an effective contribution to standards achieved. Teachers have good subject knowledge and expertise which they pass on to pupils with interest and enthusiasm. In lessons, good attention is paid to health and safety issues. Learning support assistants play an invaluable role in ensuring all pupils play a full part in lessons. Their dedication and patience in supporting pupils with emotional and behavioural needs is particularly impressive. Lessons proceed at a quick pace and there is a strong emphasis on improving pupils' skills and techniques. Pupils enjoy lessons and work hard.

73. The subject is effectively led and managed. Pupils benefit from a spacious and well equipped hall and a good sized playground for outdoor games. Resources are good which means that all pupils can participate fully in lessons and this contributes to the good standards.

74. In **art and design**, a rich range of activities is planned and in discussions with staff, it was evident that art and design contributes well to pupils' spiritual, social and cultural development. For example, pupils have many opportunities to take part in extracurricular arts activities. There is a regular arts week in June each year in which an artist works with pupils to develop their art and design skills. An art and music project with several other schools has enabled pupils to tell stories through art. Every opportunity is taken to enable pupils to visit galleries and study the work of real

artists. Art work across the school is effectively displayed to provide a colourful backdrop to the school environment.

75. In **design and technology**, pupils in Year 1 learn about designing and making through the use of a wide range of construction toys. They build recognisable structures with commercial kits and bricks, and enjoy talking about them. In Year 2, pupils have been studying materials. They have found out how materials change, and which materials are man-made and which are natural. They have designed and made collages using both kinds of materials. In one Year 2 class, pupils have made coats for Joseph as part of their religious education studies. They used paper, glue and scissors to design and make their own contributions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. Provision in personal, social and health education and citizenship fully meets requirements. Evidence from one lesson and from discussions with staff and pupils show that a broad, balanced range of activities is planned and taught to promote pupils' personal development. A major focus recently has been on the development of social skills. A new scheme of work has been introduced but has not begun to have an impact on provision. The focus on social skills was evident in the lesson seen during the inspection. The teacher focused pupils carefully on listening to others, caring for each others' ideas and taking turns. This theme was picked up in a school assembly in which all pupils learned about taking care of others, both in school and in the community. They talked about caring for the wider world. Pupils listened well in this activity and showed that the focus is successfully encouraging them to listen and care for others.

77. The curriculum meets requirements for sex education and teaches pupils the difference between right and wrong.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	4
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).