

INSPECTION REPORT

2CRESWELL C OF E CONTROLLED INFANT AND
NURSERY SCHOOL

Worksop

LEA area: Derbyshire

Unique reference number: 112814

Headteacher: Mrs M Burdett

Lead inspector: Mrs L Moore

Dates of inspection: 1st – 3rd December 2003

Inspection number: 255910

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant |
| School category: | Voluntary Controlled |
| Age range of pupils: | 3 to 7 years |
| Gender of pupils: | Mixed |
| Number on roll: | 177.5 |
| School address: | Gypsy Lane Elmton Road Creswell Worksop Nottinghamshire |
| Postcode: | S80 4HB |
| Telephone number: | 01909 721471 |
| Fax number: | 01909 723798 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs S Richardson |
| Date of previous inspection: | 15 th October 2001 |

CHARACTERISTICS OF THE SCHOOL

The school caters for 153 full-time and 49 part-time pupils, almost all of whom live in, or close by, the village of Creswell. Most of the pupils stay in the school from the nursery to Year 2. Almost all are from white British backgrounds and none speak English as an additional language. A significant proportion of the pupils' families are facing challenging social, emotional and financial circumstances and the majority of pupils enter the nursery without the customary range of knowledge and skills for children of their age. The number of pupils having special educational needs, including those with a Statement of Special Educational Needs, is below the national average. Most of the pupils identified as having special educational needs are receiving support for moderate learning difficulties, with a small number being supported for their social, emotional and behavioural, or communication difficulties. The school is part of an Education Action Zone and is also involved in the 'Sure Start' programme. The school has recently amalgamated the nursery and reception classes to form one unit catering for children in the Foundation Stage.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|----------------|---|
| 21243 | Mrs L Moore | Lead inspector | Mathematics Music Religious education Provision for pupils with English as an additional language |
| 9970 | Mr J Acaster | Lay inspector | |
| 22805 | Ms J Greer | Team inspector | Areas of learning for children in the Foundation Stage Science Art and design Design and technology Provision for pupils with special educational needs |
| 30439 | Mr M Heyes | Team inspector | English Information and communication technology Geography History Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Creswell Infant and Nursery School is a **sound school** which is improving and gives **satisfactory** value for money. The school no longer has serious weaknesses and is now being led and managed well. Although the school works hard to improve attendance it is still very poor. Teaching is good, as is the achievement of most pupils. Pupils' standards are currently low, as the recent improvements have not yet had time to be reflected in pupils' work.

The school's main strengths and weaknesses are:

- The recently appointed headteacher's commitment to the improvement of the school is already having an impact upon standards.
- The very inclusive ethos of the school ensures that pupils are well cared for.
- There is good organisation and management in the recently established Foundation Stage Unit.
- The good support provided for pupils with special educational needs in literacy and numeracy lessons ensures that pupils make good progress in these lessons.
- The school provides a good range of activities to enrich the curriculum.
- Standards in national tests are low in reading and mathematics.
- The very poor levels of attendance have a detrimental effect upon the achievement of some pupils.
- The present assessment systems in science and information and communication technology (ICT) are unsatisfactory and do not provide sufficient information for teachers to measure pupils' progress.

The school has responded well to the key issues identified in the previous inspection report, **and improvement is good**. Standards have begun to rise in writing and ICT, and across the whole curriculum. Most teachers now plan for pupils of different levels of attainment, including providing challenging activities for the higher attaining pupils. The roles, responsibilities and accountability of the governing body, headteacher, deputy head and other key staff have been clarified, although recent staff changes have delayed the development of some of these roles. A substantial change to the curriculum now ensures a better balance of subjects, with provision for spiritual, moral, social, cultural and personal development being good. All the requirements identified in the health and safety audit have been implemented. However, levels of attendance remain very poor and are in need of urgent attention.

STANDARDS ACHIEVED

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

*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*

Achievement is good overall in the school.

By the end of the Foundation Stage pupils have achieved well, although pupils do not meet the expected Early Learning Goals. Standards in national tests, at the end of Year 2, have risen slightly in writing, but are still well below average in reading and mathematics. After an unsettled time in recent years, during which achievement was unsatisfactory, most pupils are now achieving well in their lessons and current standards are beginning to improve, although the majority remain below

average. Pupils with special educational needs receive additional support in literacy and numeracy and also achieve well in these lessons. They achieve satisfactorily when they do not have this support.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils' attitudes and behaviour are generally good, although attendance is very poor.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good, with provision for assessment and the curriculum being satisfactory overall. Lessons are clearly planned and include information about how the teacher will provide appropriate challenge for the pupils' different needs. Good use is made of support staff, particularly in literacy and numeracy lessons, to ensure that all pupils have appropriate learning opportunities and feel included in the lesson. The good teaching is having a positive impact upon pupils' learning and achievement during lessons, although it is too early to identify improvements in standards.

Curriculum provision is good in the Foundation Stage Unit and satisfactory in Years 1 and 2, with the school providing a good range of activities to enrich the basic curriculum. Good assessment structures in the Foundation Stage Unit and in reading, writing and mathematics in Years 1 and 2 enable teachers to measure what pupils have learned and what they still need to learn. However, the current systems in all the other subjects are insufficiently detailed for teachers to be able to track the progress of individual pupils.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are good.

The very recently appointed headteacher has developed a clear view of how the school should improve and has already begun to implement changes, which have resulted in better teaching, learning and the achievement of most pupils. She is well supported by dedicated staff and a knowledgeable governing body who comply with their statutory duties. The whole-school team demonstrates their commitment to inclusion through their own example and this provision is now very good. Strategic and financial planning are good and reflect the determination of the staff and governors to improve the school and raise standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The very small number of parents who attended the pre-inspection parents' meeting and returned questionnaires were generally well satisfied with the school. Pupils are happy with their school. They like their teachers and other helpers and feel that they can talk to the adults in school if they need help with their work or are worried about anything.

IMPROVEMENTS NEEDED

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

Raise standards, particularly in reading, writing and mathematics.

Improve the levels of attendance.

Improve the structure and use of assessment, particularly in science and ICT.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is good overall in the school, although standards seen in the school in the Foundation Stage Unit and in reading, writing and mathematics in Years 1 and 2 are below average.

The table below gives average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, one term ahead.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 14.0 (14.2) | 15.7 (15.8) |
| Writing | 13.6 (12.2) | 14.6 (14.4) |
| Mathematics | 14.4 (14.5) | 16.3 (16.5) |

There were 65 pupils in the year group. Figures in brackets are for the previous year

The results of national tests show that standards in reading and mathematics have fallen slightly between 2002 and 2003 and remain well below the national average. However, standards in writing have risen to below the national average. After an unsettled time in recent years, during which achievement was unsatisfactory, most pupils are now achieving well in their lessons, and this is beginning to be reflected in an overall improvement in pupils' standards.

Main strengths and weaknesses

- Standards are below average in the Foundation Stage.
- Standards in reading, writing and mathematics are below average in Years 1 and 2.
- Standards in ICT have improved since the previous inspection, and are now about average.
- Pupils with special educational needs make good progress when they have additional support.

Commentary

1. The majority of children enter the nursery well below average without the range of knowledge and skills usually to be found in children of their age. However, the children respond well to the good teaching and other educational provision within the Foundation Stage Unit and achieve well during their four or five terms in the unit. By the time they leave the Foundation Stage Unit, most of the children's levels of attainment have risen, particularly in their personal, social and emotional skills. However, very few reach the goals children are expected to reach by the time they enter Year 1.
2. Throughout Years 1 and 2, most pupils' achievement continues to be good and, by the end of Year 2, the majority reach levels of attainment that are broadly average in all subjects except reading, writing, mathematics and science, which are below average. Pupils' standards in ICT are now average because of teachers' knowledge, although the school recognises the need to use the computers in the classroom more effectively. It was not possible to judge standards in other subjects.

- Pupils with special educational needs achieve well overall because of the good adult support they have, particularly in literacy and numeracy lessons. Their achievement is usually satisfactory in lessons where they do not have the extra help.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are very poor. Apart from this, the school is effective in promoting pupils' personal development. Pupils' attitudes, behaviour, and their overall spiritual, moral, social and cultural development are all good.

Main strengths and weaknesses

- Attendance last year was lower than at the previous inspection, when it was judged to be a key issue. The school recognises it needs to improve attendance and punctuality as a high priority.
- Good behavioural strategies and support combined with good teaching are resulting in almost all pupils having generally good attitudes to learning.
- Staff throughout the school are effective in stimulating a very positive ethos towards pupils' personal development.

Commentary

- The school is situated in an area of some social disadvantage where low attendance is not uncommon. Standards of attendance across the country have been rising in recent years, but the measures the school has put in place have not produced any overall improvement and, indeed, a decline took place last year. Unauthorised absence, for instance, is now some ten times larger than normal nationally.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data: | 8.6 | School data: | 4.5 |
| 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.

- A basic structure for tackling the issue has been established, but the school recognises that action is insufficiently incisive. Parental awareness, however, is not as consistently and persuasively sought as in many schools. For example, written communications, such as the request for holiday absences, tend to be very stylised and formal. Awareness of the need for good attendance has been raised by rewards given in assemblies for the best record of both classes and individuals. The school has instituted a system of 'first day contact' with parents of pupils who are unexpectedly away. Often the school is not able to make contact by phone and letters are sent. However, follow-ups are not proving to be fully effective. Pupils who do attend enjoy their school life very much.
- The latitude allowed for lateness, of an hour from the start of the first lesson, is much greater than that usually found nationally. For example, on a day sampled during the inspection ten per cent of pupils arrived up to 30 minutes after the start of the first lesson.
- The school has a happy and friendly atmosphere. Most pupils find their work interesting. In the Foundation Stage Unit, for example, under good guidance and support, children tend to become absorbed in their chosen activity for quite long periods. Pupils in the Year 1 classes generally comply well with routine classroom disciplines and respond well to teaching. While many are rather shy they are, nevertheless, pleased to make contributions in lessons. Older pupils are seen to respond to good teaching by concentrating well and taking care in presentation. Activities outside lessons, such as the twice-weekly arts and crafts club, and the recorder club,

are much enjoyed by both boys and girls because of the liveliness and enthusiasm of the leaders.

8. Behaviour is good overall, and is often very good. Pupils are open and friendly. They often show courtesy to visitors, holding doors open, for example. School property, including computer equipment, is treated with respect everywhere. Lunchtimes are sociable and play is sensible. Pupils reflect the attitudes and examples provided by well-respected staff.
9. The new behaviour policy introduced in the autumn term, based upon easily understood 'golden rules', is effective. Teachers generally use it well, while providing work of appropriate challenge and pace for all their pupils. Teaching assistants are well employed in keeping pupils on task, especially those with short attention spans and identified special educational needs. 'Positive play' techniques have also been introduced, and are being used well. Particular attention, for instance, is given to the more challenging pupils to encourage them to play more constructively. Midday assistants ensure that as far as possible all pupils are included and do not become bored or lonely. Occasional instances of poor behaviour are dealt with effectively. The school applies its sanctions of exclusion with care and only for serious incidents. There have been five temporary exclusions this term affecting three pupils. Parents report that bullying, when identified, is promptly and appropriately addressed.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 200 | 13 | 6 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Asian or Asian British – any other Asian background | 1 | 0 | 0 |

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. The school has effective provision for other aspects of personal development. Much attention is devoted to encouraging pupils' self-confidence and awareness. Class assemblies are used well to draw out pupils' observations and develop themes. Circle time is now established throughout the school systematically to encourage all pupils to reflect and become used to expressing their own reactions and opinions in front of others. Pupils show good awareness of the need for kindness and, as a result, pupils' moral and social development is good.
11. School assemblies frequently have a spiritual theme. Pupils were keen to volunteer to build a temple in one assembly to illustrate a story about Hanukkah, and one pupil was able to express very beautifully the purpose of the middle candle of the menorah as representing the light, which we should individually communicate to other people. In another assembly during the inspection week, Year 2 pupils gave a lively dramatic and musical presentation on the theme of Noah's Ark in front of a large group of parents to everyone's great pleasure. Spiritual provision is enhanced by frequent inputs from the vicar.
12. Overall provision for pupils' cultural awareness is now satisfactory. In particular, the school has added a good range of extra-curricular enrichments, including visits by various artists and members of the community. The school has taken useful steps to improve pupils' multicultural awareness. All pupils recently experienced a recent celebration of Indian and African dancing, and some were able to spend part of a day with a class of pupils known to the headteacher from varied cultural backgrounds.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education** provided by the school is **good**.

Teaching and learning

Teaching and learning are good, with provision for assessment being satisfactory overall.

Main strengths and weaknesses

- Lessons are clearly planned and all pupils are included.
- Good use is made of support staff, particularly in literacy and numeracy lessons, to ensure that all pupils are learning new knowledge and skills confidently.
- What the pupils can do is assessed well in the Foundation Stage and in reading, writing and mathematics in Years 1 and 2, so that teachers are able to identify where pupils have a clear understanding and where they need further support.
- The current assessment arrangements in science and ICT are unsatisfactory; they do not provide enough detail for teachers to have a clear view of each pupil's progress.

Commentary

13. Teaching has improved well since the last inspection where there was some teaching that was unsatisfactory. In the current inspection, where all teaching observed was satisfactory or better, teaching is good overall with two-thirds being good or very good.

Summary of teaching observed during the inspection in 23 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 4 | 11 | 8 | 0 | 0 | 0 |

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

14. Teachers take great care when planning and clearly share the purpose of lessons with pupils. As a result, pupils are confident in what they are learning and enjoy their lessons. Planning also includes a range of activities to cater for pupils with different levels of attainment. This good practice extends to all subjects, for example, planning for a religious education (RE) lesson included work matched to three different ability levels. As a result of such detailed planning and consideration, pupils achieve well.
15. Many teachers make good use of demonstration to illustrate their teaching, and their lively approach, good use of humour and positive comments encourage their pupils to try their best, resulting in good attitudes and interest in their learning.
16. Good relationships between staff and pupils ensure that a good working atmosphere is maintained, with most pupils learning well. The increase in the number of adults in some lessons has resulted in better support for all the pupils, with both their work and behaviour. It is beginning to have a positive impact upon pupils' overall achievement during lessons, although it is too early to identify improvements in standards.
17. Good assessment structures in the Foundation Stage Unit and in reading, writing and mathematics in Years 1 and 2 enable teachers to measure what pupils have learned and what they still need to learn. However, the present assessment systems in all the other subjects are insufficiently detailed for teachers to be able to track the progress of individual pupils, or identify strengths and weaknesses within the curriculum. The marking policy is out of date and the quality of marking across the school is inconsistent.

18. Good systems for assessing the needs of pupils with specific learning difficulties and social and emotional difficulties have been set up this year. Where appropriate, outside agencies have been involved in the assessment and their advice sought in how best to meet pupils' needs. As a result, the school has decided to set up special facilities for pupils who have particular emotional needs. All these pupils have new individual education plans that have clearly defined, achievable targets. These are reviewed at very regular intervals. Pupils know their targets and are involved in monitoring how well they are meeting them. Parents are kept fully informed and involved in regular reviews of the plans. In several instances, parents are directly involved in supporting their child, particularly when they have social, emotional or behavioural difficulties. There is good evidence that the very well structured support for all pupils with special educational needs is enabling them to achieve well.

The curriculum

The curriculum is satisfactory overall, but is good within the Foundation Stage, which provides a good range of learning opportunities. The curriculum for Years 1 and 2 has improved well since the last inspection and is now broad and balanced with all required subjects included. Pupils benefit from a good range of enrichment activities. There is a good match of teaching staff and teaching assistants to the needs of the curriculum. The accommodation and resources support the curriculum well.

Main strengths and weaknesses

There is good provision for special educational needs throughout the school.
There are very good inclusive practices employed by all staff within the school.
There is a good range of enrichment activities offered to all pupils in the school.

Commentary

19. The provision for pupils with special educational needs is good. It is carefully matched to pupils' needs whether learning, emotional or behavioural. It is provided through targeted group withdrawal, support in lessons or carefully differentiated work. Teaching assistants are well trained and provide very effective support both with withdrawal groups and in class lessons and so pupils are gaining good levels of confidence in their learning. Although pupils benefit well from targeted adult help, they achieve satisfactorily in lessons when they are unsupported.
20. There is a good range of extra-curricular activities for all pupils in the school. These include Spanish, art and craft, recorder, and soccer clubs. These clubs are run by class teachers and coaches from a local professional soccer club, and are well attended by pupils. Visitors into school also enhance the curriculum provision. These include theatre groups, a writer, poet, the local vicar, the nurse, and local firemen and police. The performance of Indian dancing, and African dancing and drumming in school offer pupils a suitable multicultural view of life and customs outside the village of Creswell.
21. The school has an effective team of suitably qualified teachers whose skills and experience match the demands of the curriculum and the learning needs of the pupils well. There is also an effective team of support assistants in the school. These members of staff have benefited from a good level of training and, in consequence, they work well alongside teachers and provide good support for pupils. There is ample accommodation for the needs of the curriculum and imaginative improvements have created a pleasant learning environment. The quality of learning resources is satisfactory, and these are effectively managed and used well in lessons.

Care, guidance and support

The school provides a safe environment and cares for its pupils well. Support, advice and guidance are good, and pupils are involved satisfactorily in their school.

Main strengths and weaknesses

- Because teachers and support staff are very supportive, and provide consistently good role models, the school's ethos is very secure and pupils gain increasing confidence.
- Significant improvements have been made to the school's environment, and to arrangements for health and safety, since the previous inspection. Weaknesses previously noted have been fully addressed.

Commentary

22. The school is keen to address the individual needs of its pupils effectively. For example, following home visits and discussion, children are sensitively drawn into and purposefully guided within the unified structure of the new Foundation Stage arrangements. Children, therefore, have a smooth induction at an early stage into good learning habits. Staff co-operate together with a good spirit throughout the school, knowing their pupils well and showing a high level of respect. Most pupils naturally reflect this interest and support with consistently very trusting relationships. The wide use of able teaching assistants is valuable in this respect. As a result, pupils take a responsible part in the daily routines of the school.
23. Pupils who have special educational needs are encouraged and supported well, and pupils generally receive sound advice on how to improve. Consequently, parents overwhelmingly agree that their children enjoy their school life. Parents notice their growing maturity and independence, as, for instance, shown off to good effect in class presentations.
24. The headteacher is responsible for managing provision for pupils with special educational needs and has tackled this with vigour. She has undertaken a complete review of the school's systems and of all pupils on the previous register. She has also assessed every pupil's reading ability. Provision has been made for pupils who have not yet reached the expected reading level to have intensive daily support in small groups withdrawn from class lessons. The withdrawal is carefully managed to keep disruption to other learning to a minimum and classroom assistants have been trained to undertake the work. Records show that these pupils' reading levels are improving as a result of this input.
25. Most pupils talked to during the inspection are happy that their views are listened to and respected. Circle time has been established in each class on a weekly basis and pupils were observed enjoying the self-expression this allows.
26. Since the previous inspection the school has strengthened well its policy and procedures for welfare and health and safety. They are now good. For instance, drinking water is readily accessible and toilet facilities are modern and pleasant. The school presents a very secure, orderly, attractive and encouraging environment. Appropriate systems are in place for risk assessment, security checks, and for health and safety responsibilities. Child protection procedures are satisfactorily established within school, but the responsible member of staff newly designated has not yet received specific training.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are **satisfactory** overall.

Main strengths and weaknesses

The school is friendly and welcoming, and helpfully encourages parents to support their child. The school provides good information, particularly about pupils' standards and progress. The school is insufficiently effective, however, in persuading a minority of parents to improve the attendance and punctuality of their children.

Commentary

27. The school is keen to build up a good partnership with its parents and the community. For instance, staff make home visits to all those children joining the Foundation Stage Unit. Parents are pleased with the information they receive, which includes an easy-to-read and helpful booklet, and with the way their children are settled into school life. They receive frequent newsletters. The main school prospectus now contains all the required statutory information, but it lacks the vigour and impact of the lively governors' annual report.
28. Informal communication between staff and parents is warm, with much intermingling at the beginning of the school day. Many parents stay for five to ten minutes to share in an early morning task with their child. This supports the school's inclusive ethos well. Through this, parents also have good opportunities to sense progress and to talk over any difficulties. Formal reporting at the end of the year is good. The written summary generally focuses on what their child knows, understands and can do with personalised guidance for improvement.
29. The school takes every opportunity to welcome parents and the community to school events, including class assemblies. A relaxed social occasion, with refreshments, is provided. These are popular; four performances of the Christmas show, for example, are planned. Disappointingly, other non-performance events, such as that recently to promote reading, and the pre-inspection meeting itself, were poorly attended.
30. Liaison with the junior school is satisfactory, and a good start has been made to forming a friends' association. This is already providing support for the school from the community.
31. The school has been unsuccessful since the last inspection in improving the attendance and punctuality of a significant minority of its pupils. Many parents need to give priority to ensuring regular and punctual attendance for their children. Although the school is part of an Education Action Zone and is also involved in the 'Sure Start' programme, no evidence was available during the inspection upon which to base a judgement on the impact of these initiatives within the school.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are **good**.

Main strengths and weaknesses

- The headteacher has a clear vision of how the school needs to develop and has built a strong staff team to support her with this work.
- The governing body has improved greatly since the previous inspection and is now much more proactive in managing the work of the school.
- The key issue regarding unsatisfactory attendance has not been resolved and continues to be an area of concern.

Commentary

32. Good leadership is provided by the headteacher, who has been at the school for two terms and has developed a clear view of how the school should improve. She has already begun to implement appropriate changes, including the deployment of staff as subject co-ordinators. She

has made good use of the findings from her monitoring of lessons and teachers' planning, together with a wide range of discussions with staff, pupils and governors. This has resulted in an improved curriculum, better use of support staff and the establishment of the Foundation Stage Unit. The dedicated and hard-working staff support the headteacher and each other very well, providing good role models for the pupils and helping to provide a positive and very inclusive ethos that encourages pupils to try their best and has a positive impact upon learning and achievement.

33. The governors have worked very hard to make improvements since the previous inspection. They now form an effective and knowledgeable body, which provides good support for the headteacher and staff. Governors take their responsibilities very seriously and have undertaken a range of training in order to broaden their knowledge. They are conscientious and dedicated to the school and have ensured that improvements to their constitution and methods of obtaining information will help them to become even more effective. Each governor has a curriculum responsibility and visits the school to observe lessons, using a helpful protocol to guide their visit and subsequent report. Governors are also beginning to challenge decisions or request clarification of issues discussed in governing body meetings. This ensures that governors take an active part in helping to shape the vision and direction of the school.
34. All except one of the key issues from the previous inspection have been addressed successfully. Although the school has addressed the one outstanding issue, relating to pupil attendance, it has not shown any improvement in attendance rates and this continues to be an area in need of urgent attention.
35. Strategic and financial planning are good and reflect the determination of the staff and governors to improve the school and raise standards. The school improvement plan identifies appropriate priorities and includes action plans to show how the school will address them. The current format is somewhat disjointed, as it was written in a shorter than usual time, due to the change of headteacher. Financial support is appropriately targeted towards the school's priorities. The governors ensure that best value is achieved by looking at alternatives before agreeing on funding and also monitor the impact of spending by requesting evidence of improvements as a result of funding.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|--|--------|
| Total income | 581,119 | Balance from previous year | 19,812 |
| Total expenditure | 535,944 | Balance carried forward to the next year | 64,987 |
| Expenditure per pupil | 2,046 | | |

36. The headteacher and governors have made good use of the previous year's carry forward to establish the Foundation Stage Unit and provide sufficient staffing to ensure smaller classes this year. The expected carry forward to 2004-05 will be smaller than last year's and will be used to support priorities in the school improvement plan and also to maintain the smaller classes for at least another year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage Unit is good overall and has improved since the last inspection and the school has planned to improve children's creative and physical development. Alterations to the school building have been made and a well-planned integrated unit for all children in the nursery and reception classes has been created. There is a good-sized veranda that means outdoor play can take place all year around. All children have access to secure outside play areas with hard and grassed surfaces, and attractive fixed equipment. There is a satisfactory range of large toys, but no two-wheeled cycles for the physically more competent children.

Children are grouped by ability for formal teaching sessions in language and mathematical development. As a result, most of the work is carefully matched to their needs and they achieve well. Teachers plan lessons so that each week has a central theme and the learning objectives are explained well to the children so that they are confident in their activities. Whilst children are free to choose some activities, they are directed to visit other specific areas, which are supervised by adults, at some time during the session. Adults know which children are to visit their activity and check that they do so. Reception children have time in the afternoons when they work together for slightly longer times on language and mathematical development. This prepares them well for transfer to the more formal expectations of the infant school, however, there are no planned opportunities for children in the reception to use large apparatus in the school hall.

Children are assessed soon after they are admitted to the nursery. This shows children are well below the overall level expected for their age. Adults observe children carefully during all the activities, record their attainment and add the information to their individual records. This information contributes well to a termly assessment, which is used to monitor children's individual progress and help teachers plan for their future development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

Adults establish supportive relationships with parents and children so they feel confident and happy. All adults take every opportunity to encourage children to become independent.

Commentary

37. Assessment records show that children enter the nursery with social skills well below those expected for their age. They are often immature, dependent on adults for help, especially in dressing, and lack concentration and persistence. Many do not know how to co-operate in a group situation. Adults encourage children to become independent by showing them how to do things, such as how to put a coat on by themselves, even if they still need help with the fastenings.
38. Teaching is very good and teachers plan activities and tasks that are attractive, interesting and within children's capabilities. When children first start in the Foundation Stage Unit, adults help them choose an activity and show them what to do. Adults challenge individual children to persist by working with them. Because of the good number of adults and the mixed age grouping, most nursery children develop a satisfactory level of concentration and persistence; they learn to play and work well together in small groups. Adults set clear boundaries and consistent role models so that children know what is expected of them and most quickly learn to behave well. All adults praise children frequently for effort, achievement and behaving well. A few nursery and reception children find it hard to conform to the high expectations set by staff

so teachers set clear, achievable targets for these children, using individual star charts. Although the children respond well to these initiatives and make slow, steady progress a few children can display episodes of challenging behaviour, but they successfully respond to extra support from adults.

39. During direct teaching times, children are encouraged to listen to each other and take turns by putting up their hands and not calling out. If they do not conform they are dealt with firmly, but fairly, and reminded that there are others in the group. Children are taught to use materials and equipment correctly and with care. They are expected to clear up after themselves and tidy away equipment. Because of the consistent approach most children achieve very well so that the atmosphere in the unit is calm, happy and busy.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

All staff take every opportunity to develop children's language skills.

Commentary

40. Children enter the nursery with speaking and listening skills well below those expected for their age. Many have very limited language skills and do not speak in complete sentences, a few use only single words and often do not know the correct vocabulary for everyday objects, using 'thing' instead. Although all children make steady progress many do not attain the expected standards by the end of reception.
41. Teaching is good overall. All adults encourage children to engage in conversation during play activities by asking them to describe or explain what they are doing and why. For example, when children were building a bridge to span a river the teacher was constantly talking to the children asking them which bricks they needed to make it long and high enough and challenging the more confident children to use the correct words to explain what they were doing. Staff encourage children to speak clearly, use full sentences and correct grammar when they answer, such as a child's response, "he runned after him" was repeated by the teacher as, "That's right, he ran after the gingerbread man". Teachers frequently read or tell children stories related to the week's theme to encourage them to listen carefully.
42. Children are grouped by ability for teaching early reading and writing skills. Whilst younger and lower attaining children are taught to recognise individual letters sounds, older and the few higher attaining children are taught more complex phonic blends so they learn to sound out whole words for themselves and begin to read early reading books. Most nursery children have very little experience of holding writing implements and have poor control using them. Many reception children still have difficulty controlling writing implements to form letters.
43. Daily activities are planned for children to practise reading and writing skills in mixed ability groups. Adults supervise most of these and make sure children hold pencils correctly and form letters properly. Despite this good teaching and constant reinforcement children do not easily retain what they have learned so that by the end of reception many children know the name and sound of some letters and write or copy their own name and simple captions with some success, but only very few children write neatly, with correct spacing between words which are correct or have reasonable phonic spelling. Although children do not meet the goals expected by the end of their time in the unit, their achievement is good overall from the low starting point when they start in the nursery.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

There are good opportunities for mathematical development.
Some planned lessons are not well matched to children's ability level.

Commentary

44. Teaching and learning are satisfactory. Children begin the nursery with mathematical knowledge and understanding well below that expected for their age. Examination of children's work from the previous year shows that, although they achieve well overall, children are still below the expected standard by the end of reception.
45. Adults make frequent use of number rhymes to help children count. Incidental opportunities are used well to reinforce number recognition and counting. During a well-planned activity supervised by an assistant, a mixed group of average ability nursery and reception children took turns to roll a dice, they had to say the number and put the correctly matched counters onto a board. As a result, children became more confident counting numbers up to six. In other planned activities children responded well to create simple repeating patterns and learn basic plane and solid shape names through collections of everyday objects.
46. In a good lesson with lower attaining, mainly reception, children the teacher used many different strategies to keep them focused and help them recognise and count one and two objects. Children gradually became more confident. However, a whole-class lesson for reception aged children was too challenging for many children. As a group most joined in counting up to ten correctly, but only half could count beyond, despite being asked to count on up to 20 and then in twos up to ten. Most could not do this and became noisy and restless. Overall, children achieve satisfactorily and increase their mathematical language with increasing confidence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

47. It was not possible to make an overall judgement of provision or standards in this wide area of learning, but the work seen was good. No formal teaching was observed during the inspection. However, each week lessons and activities are planned around a central theme to develop children's knowledge and understanding of the world around them. A computer program is prepared to link with the theme; children need a lot of adult support to operate even simple programs. Adults use children's play well to develop further understanding, for example, a teacher drew attention to the way carriages of a train set joined by showing children that they only connected one way and then introduced the magnets to them. Despite the teacher's valiant efforts, children were more interested in playing with the train than exploring the effects of the magnets.

PHYSICAL DEVELOPMENT

48. No direct teaching was observed during the inspection, so judgements cannot be made about teaching, but children were observed during the activity sessions. Indications are that children's manipulative skills are well below those expected for their age. Good opportunities are provided through a wide range of activities to practise these skills through using dough, scissors, glue, brushes and construction equipment. Although large and small play equipment is always available outdoors few children chose to go outside during the inspection, largely because it was cold. The outdoor equipment set out always has a planned developmental purpose and the supervising adult assesses children against specific criteria for physical and social development and records these observations. There is a suitable range of wheeled toys to develop pedalling and steering skills, but no two-wheeled bicycles for the few more confident children. The attractive fixed play equipment is appropriate for nursery children to develop

climbing skills. There are no planned lessons in the hall using the large apparatus. This is unsatisfactory, especially for the reception children.

CREATIVE DEVELOPMENT

49. It was not possible to make an overall judgement of provision or standards. Children used the role-play area to re-enact the previous day's baking session. A small group were supervised using different textured fabrics for collage pictures. No musical instruments were available for children to explore. Although music was playing under the veranda children ignored it. Teacher's planning did not include specific times for responding to, experimenting with or exploring music. The final structural alterations to the building include provision for a music area.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

Standards in writing are improving.

Teachers take good account of pupils' different needs in lessons.

Teachers and assistants work well together and create an atmosphere in lessons that supports and encourages pupils.

Pupils' progress is assessed well.

Insufficient use is made of ICT to support pupils' learning.

Commentary

50. There has been good improvement since the last inspection.
51. Inspection evidence indicates that pupils are attaining below average standards in reading and writing by the end of Year 2. However, this indicates an improvement on the results for the 2003 national tests, and is due to the strong and effective leadership of the co-ordinator. The co-ordinator has a clear overview of where the subject needs to be improved to help raise standards even further. There are now in place rigorous procedures for monitoring and assessing pupils' achievements in English as they move through the school. These include whole-school assessment procedures to cover yearly targets, monitoring of teaching, planning and records on half-termly basis, and an analysis of recent test papers to reveal strengths and weaknesses in pupils' learning. This has led to more focused teaching and better learning by the majority of pupils. As a result, pupils of all abilities achieve well as they move through the school. Although evidence from national tests reveals a difference between the performance of boys and girls, no differences were noted during the inspection.
52. Within the positive atmosphere in lessons, teachers encourage pupils to share ideas or the work they have been doing. Circle time and personal and social education are used effectively by teachers to develop speaking and listening skills. This was seen in a Year 2 lesson, when one pupil revealed to the rest of the class, "I wish there was no trouble in the world"! Pupils achieve well from their poor skills on entry, although their speaking and listening skills are below average. Although they have gained the confidence to talk happily to visitors, their range of vocabulary and expression is often limited. While most respond eagerly in class discussion, they are more hesitant in more formal situations. For example, when reporting back on what they have found or want to share with the class, they are often shy and self-conscious.
53. Although standards in reading are below the national average, pupils achieve well in developing their reading skills from a low level on entry because the school has identified reading as a

main priority for improvement and all teachers give a considerable amount of time and attention to developing pupils' reading skills during the school day. In addition, teaching assistants have received training as part of the 'Fuzz buzz' initiative in school, and take part in supporting the achievement of groups of pupils in lessons. As a result, pupils respond well and are developing their confidence in reading. There is a good reading scheme in place and the school intends to update its stock of fiction books to interest boys. Pupils' progress in reading is regularly recorded, and this information is used well to plan future reading tasks for them. The school encourages pupils to read at home.

54. The school has a clear focus on raising standards in writing. All teachers place a strong emphasis on pupils writing for different purposes and a range of audience. This was evident in a Year 2 lesson, when pupils wrote instructions of how to make an advent calendar. The emphasis has been on developing pupils' confidence in writing and in encouraging them to use more imaginative language through projects such as 'excite to write'. Higher attaining pupils in Year 2 can use capital letters and full stops when writing in sentences, and spell simple words correctly in legible handwriting. Lower attaining pupils' handwriting is irregular in shape, and they don't use capital letters or full stops when composing sentences. Pupils are now achieving standards, which despite being below the national average are an improvement on recent statutory test results.
55. The quality of teaching is good. Teachers plan effectively for lessons to ensure that all pupils are included with work well matched to their particular needs. Teaching assistants are deployed well in lessons and play an important role in supporting both teachers and pupils. Pupils learn well in literacy lessons, as a result of this improvement in adult provision. The specific needs of pupils with special educational needs are met well. As a result, they make good progress. The organisation in lessons ensures that there is a supportive atmosphere, which helps pupils overcome any difficulty they encounter during their work. Although the computer suite is used to support pupils' learning, there are missed opportunities for pupils to consolidate skills learnt on computers in the classroom.

Language and literacy across the curriculum

56. The use of literacy skills across the curriculum is good overall. There are good opportunities for pupils to develop their speaking and listening skills in personal, social and health education, and subjects such as science and physical education. Also, classrooms have specialised vocabulary with different words associated with a particular subject such as mathematics, which helps with vocabulary development. Writing skills are extended in such subjects as history, where pupils have written about Florence Nightingale in the Year 2 classes. Although ICT is used well in the computer suite there are some missed opportunities for pupils to use computers in the classroom.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

Clear planning provides an effective basis for good teaching and learning.

Work is well targeted towards the different needs of the pupils and pupils achieve well overall.

The provision of high quality support staff helps pupils with special educational needs to achieve well.

Teachers' marking is inconsistent to fully support pupils' learning.

There is insufficient use of mathematics to support the teaching of other subjects.

Commentary

57. Pupils enter Year 1 with standards that are below the national average. Although pupils' achievement is improving and is often good in lessons, the current levels at the end of Year 2 remain below average. This picture is reflected in the results of the national tasks and tests taken by Year 2 pupils in the summer of 2003, when the standard was well below the national average and below average for similar schools.
58. Although standards are similar to those in the previous inspection, the quality of teaching and learning are good, resulting in good achievement by the majority of pupils. Recent analysis of strengths and weaknesses in pupils' mathematical knowledge and skills has shown a need for more work on mental and oral mathematics. Consequently, the school has rightly begun to place more emphasis on this area during numeracy lessons and it is beginning to show an improvement. The mental/oral session at the beginning of the numeracy lesson is often used by teachers to set a brisk pace and ensure that all pupils are using their mental number skills well. Teachers try to develop the pupils' enthusiasm and interest in numbers and rehearse skills, which will be needed later in the lesson when pupils work individually, including the use of ICT. The pupils' response is mixed; many find it difficult to explain their thinking, because of their below average speaking skills while others have a relatively short concentration span and becoming restless. However, teachers and support staff are increasingly successful in improving this part of the lesson and link it with the other individual and group activities. With individual support pupils gain confidence and enthusiasm for their work.
59. Teachers take great care when planning their lessons. They include appropriate learning objectives and share these with the pupils, to help them appreciate what they will be learning. Planning appropriately follows the National Numeracy Strategy and also includes a range of activities to cater for pupils with different levels of attainment. Good use is made of support staff to assist teachers in controlling challenging pupils during whole-class sessions. In addition, support staff work well with groups of pupils who have special educational needs, building their confidence and helping them to extend their knowledge. This increase in the number of adults in the lesson has resulted in better support for all the pupils, with both their work and behaviour. It is beginning to have a positive impact upon pupils' achievement during lessons, although it is too early to identify improvements in standards.
60. Good assessment structures provide a clear picture for teachers of how well their pupils are learning and which areas may need more work. However, the quality of marking is inconsistent across the school, with pupils receiving different types of feedback from different teachers. All pupils have mathematical targets, which are taken home in their reading folders, to encourage them to practise mental work with their parents. As this is a new initiative, it is not possible to ascertain the impact of this additional work.
61. The co-ordinator is committed and enthusiastic. She has a clear view of standards across the school and has put in place strategies to address identified weaknesses. As these strategies have only been in place a short time, it is not yet possible to identify their impact upon standards.

Mathematics across the curriculum

62. Although graphs and charts are used effectively in science there is little evidence of the use of mathematics to support other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

Although there is some very good teaching, there is some inconsistency in what teachers expect between parallel classes.

The newly appointed co-ordinator understands her role and what needs to be done to raise standards.

Although assessment takes place, there is no whole-school strategy that is properly moderated so all teachers understand what pupils are expected to know and understand at each level of attainment.

ICT is not used sufficiently well as a tool for learning.

Commentary

63. Analysis of pupils' work from last year and from work completed so far this year shows that standards are generally below average and pupils' achievement is satisfactory. Teachers' assessments for 2003 show that standards are generally below the national average and only a few pupils attain the higher levels. Current work in pupils' books and observations of lessons suggest that standards will be similar this year.
64. Scrutiny of pupils' work indicates considerable disparity in teachers' expectations between parallel classes last year and during the inspection. Although science has had limited improvement since the last inspection the enthusiasm and very good teaching skills of the newly appointed co-ordinator provide a good basis for future improvements and higher attainment. The co-ordinator has been in post for only a month and clearly recognises how standards in science can be improved. She is very keen to undertake a thorough review of standards, teaching, the curriculum, assessment and resources, but has not yet had an opportunity to begin this monitoring process, although time is planned for her to do so.
65. Teaching is judged to be satisfactory, but the very good practice by some teachers is not currently shared with others to enable all pupils to achieve well and raise standards. In a very good lesson the teacher constantly adapted her approach in the light of pupils' responses to ensure that all pupils understood their work. Pupils in a Year 2 class showed unusual excitement when the teacher produced a collection of ice blocks and invited pupils to touch and observe them to describe what they looked and felt like. Despite the general excitement, the teacher skilfully guided pupils to describe what was happening and why. She then used good questioning to lead them to devise a fair test to find out if ice melts at the same rate regardless of where it was placed.
66. ICT is beginning to be used as a tool for learning, but it is not fully embedded into the scheme of work for all pupils. Assessment procedures are by informal observation at the end of each half-term unit of work. There is currently no whole-school procedure with appropriate standardisation to ensure the validity of this assessment.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

Standards in ICT are average.

Teachers have secure subject knowledge and make confident use of the ICT suite and other resources.

Lessons are planned effectively and assistants are deployed well in the ICT suite.

Pupils are managed and supported well in the ICT suite.

There is strong and effective leadership of the subject.

Procedures for assessing pupils' work in the subject are insufficiently clear.

There is an inconsistent use of computers in classrooms to support pupils' learning.

Commentary

67. There has been good improvement since the last inspection. Pupils follow a scheme of work that follows national initiatives and ensures that pupils cover all the strands of the curriculum. Pupils enjoy their work in the ICT suite and achieve satisfactorily. Although pupils attain standards that are in line with national expectations, there are some missed opportunities to use computers in classrooms as a tool for independent learning, research and presentation in other subjects.
68. Teaching and learning in the ICT suite is satisfactory. Pupils' achievement is only satisfactory over time, as pupils do not have frequent opportunities to use computers independently in classrooms. In all lessons seen in the ICT suite, teachers displayed secure subject knowledge and used resources well. For instance, in a Year 1 lesson, the class teacher picked up a keyboard to show pupils where the 'space bar' was. Lessons are well planned, and include the effective contribution of teaching assistants in the ICT suite. This was seen in a Year 2 lesson, where pupils working in groups for a future science experiment, needed adult guidance and prompts from both the class teacher and teaching assistant when recording their work on screen. When pupils are working in the ICT suite they are well managed by teachers and learn well.
69. Leadership and management of ICT are both strong. The co-ordinator has a clear vision for the use of computers in school, gives good support to both class teachers and teaching assistants, and also provides support for continuing professional development of staff. He is aware that computers in classrooms need to be used and developed more by pupils to support their learning in other subject areas and is taking steps to improve the situation. The co-ordinator has started to compile a file of moderated pupils' work, with which to help and support the introduction of whole-school assessment procedures. This is an integral part of his action plan for the subject, and is his next priority in managing and leading the subject. The resources for the subject are good, and include 13 net-linked computers in the suite and an interactive white board. The school has appropriate Internet safety procedures in place when pupils access different websites.

Information and communication technology across the curriculum

70. ICT is used effectively to support learning in other subject areas in the ICT suite, for instance, science in a Year 2 lesson, and literacy in a Year 1 lesson, but the overall pattern in school is inconsistent. There are missed opportunities for pupils to use computers in classrooms to practise or reinforce key skills, as well as supporting learning in other subject areas.

HUMANITIES

During the inspection no lessons were seen in either **history** or **geography** with which to make judgements about standards or quality of teaching and learning. Planning and documents and a scrutiny of pupils' previous work indicate there is appropriate coverage of the National Curriculum requirements in these subjects.

Religious education

71. This subject was only sampled and one lesson was observed, with the teaching and learning being good. The teachers made good use of carefully-targeted questions to find out what the pupils knew about Christmas traditions in this country, which held their attention and developed an enthusiasm for the main part of the lesson, in which they found out more about Christmas in other countries. The teaching assistant provided good support for a group of lower attaining pupils. However, some of the texts provided for research purposes are too difficult for some pupils to read and understand, without adult help.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. No lessons were seen in **art and design** so no judgements are made about overall provision. It is evident from teachers' planning and artwork displayed in classrooms and around the school that standards have been maintained at close to average levels since the last inspection. Pupils have access to a good range of media for two-dimensional work. They have good opportunities to use modelling clay. Good links are maintained across the curriculum especially with design and technology.
73. Only one lesson was observed in **design and technology** so no firm judgement is made about provision overall. Observing pupils in a Year 1 lesson indicates that their manipulative skills are still below average. Pupils were trying hard and using the equipment with care. Pupils discussed their ideas and plans. Oral evaluation is used as a means for developing pupils' speaking and listening skills. There are examples of different materials and techniques on display around the school. Teachers' planning indicates that there is appropriate provision for the subject. The situation is similar to that at the previous inspection.
74. Only one lesson was observed in music, but this, together with a scrutiny of planning and discussions with pupils, indicates that the curriculum and resources for music are satisfactory. Teachers have a good understanding of the subject and plan lessons to accommodate the needs and interests of their pupils. Good strategies for dealing with pupils with challenging behaviour ensure that all pupils are included in the lesson. Pupils confidently use musical terminology and know the names of some percussion instruments. They understand, and make use of, a basic score illustrating the journey of a train.
75. During the inspection only one lesson was observed in **physical education**. This was a Year 1 games lesson, in which the teaching and learning were judged to be satisfactory, and the pupils were achieving soundly in passing and receiving a ball. Pupils' confidence and skills were improving satisfactorily.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. The provision for **personal, social and health education** cannot be judged overall. The curriculum includes both a formal teaching programme and the development of personal relationships through circle time. This was evident in a Year 1 lesson, when pupils discussed how to be kind to each other. This results in an ethos within the school of total inclusion where all pupils are valued and supported both academically and personally, within a secure and very caring school environment.

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 | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 5 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 7 |
| 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 | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 4 |
| The school's links with other schools and colleges | 4 |
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

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