

# INSPECTION REPORT

## **CUMBERLAND INFANT SCHOOL**

Southsea Portsmouth

LEA area: Portsmouth

Unique reference number: 116192

Headteacher: Mrs S Kett

Lead inspector: Dr Tom Simpson

Dates of inspection: 10<sup>th</sup> to 12<sup>th</sup> November 2003

Inspection number: 255939

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
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
Number on roll:	126
School address:	Methuen Road Southsea
Postcode:	PO4 9HJ
Telephone number:	023 9273 3161
Fax number:	023 9282 7184
Appropriate authority:	The governing body
Name of chairman of governors:	Mrs Rita Woodford
Date of previous inspection:	May 1998

## CHARACTERISTICS OF THE SCHOOL

Cumberland is a small infant school serving part of Southsea in Portsmouth. The socio-economic background of the pupils is mixed and their attainment on entry varies. Overall, however, the latter is around average. About ten percent of the pupils are from ethnic minority backgrounds and there is a small number of pupils for whom English is an additional language. These pupils are at an early stage of English language acquisition. The percentage of pupils with special educational needs is average. Most of the needs of these pupils relate to learning, behavioural and communication difficulties. No pupils currently have a Statement of Special Educational Needs. There are broadly the same number of boys and girls on roll. The mobility of pupils in and out of the school is above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Tom Simpson	Lead inspector	English, science, art and design, music, physical education, religious education, special educational needs, English as an additional language.
1311	Barry Wood	Lay inspector	
17693	Esther Digby	Team inspector	Mathematics, information and communication technology, design and technology, history, geography, the Foundation Stage.

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

### **OVERALL EVALUATION**

This is an effective school where pupils achieve well because teaching is good. It is very well led and provides good value for money.

The school's main strengths and weaknesses are:

- Standards in reading and numeracy are well above average.
- Teaching is good overall and there are regular occasions when it is very good.
- The pupils are very well supported.
- Provision for moral and social development is very good.
- The leadership provided by the headteacher is very good.
- Provision for special educational needs is very good and all pupils - including higher attainers and those for whom English is an additional language - are very well included in all the school's activities.
- Standards in investigative science are below average.
- In view of the standards being reached in reading and numeracy, current standards in writing are not high enough.

The school's improvement since the last inspection is good and all the key issues then identified have been addressed well. Standards in information and communication technology have improved significantly and provision for the subject now meets statutory requirements. Performance management is fully in place. Developmental planning has improved – although there is still scope for the school development plan to improve yet further. Teaching has improved very well. Monitoring and evaluation of the school's performance, curriculum provision and links with parents are now better. Standards in reading and mathematics are higher. However, standards in science are not as high as previously reported.

### **STANDARDS ACHIEVED**

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

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

**Overall achievement at both stages of education at the school is good.** Standards in reading and numeracy are currently well above average by the end of Year 2. Standards in writing are slightly above average. Standards in the knowledge aspects of science are average – but standards in investigative science are below average. Most children will reach the goals they are expected to reach by the time they leave the reception class and some will exceed these, especially in personal, social and emotional development, communication, language and literacy and mathematical development. Standards in information and communication technology are average while standards in religious education exceed the expectations of the locally agreed syllabus.

**Pupils' personal qualities are good.** They relate very well towards one another and to the adults in the school. **Provision for spiritual, moral, social and cultural development is good.** Behaviour in lessons and around the school is good and the pupils have very positive attitudes towards their

work. They enjoy coming to school. Attendance is currently at the national average and most pupils are punctual.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good** overall and a significant amount is very good. Teaching in English, mathematics and in the Foundation Stage are consistently at least good. Strengths within teaching include the good quality of planning and the way that pupils are encouraged to work hard and do their best. The way that pupils' behaviour is managed is very successful. Equal opportunities are very well promoted and support staff very well deployed. The provision of homework is good. Strategies for assessment are good overall and are very good in the Foundation Stage. The good and very good teaching impacts well on pupils' acquisition of new knowledge and skills. Most respond well to their teachers' skills and apply themselves well to their tasks. A relative weakness within teaching is that teachers do not give pupils enough information through marking on how well they are doing and what they need to do to improve. Also tasks set in investigative science are not always matched closely enough to the needs of different pupils in a class and this is having an adverse impact on the standards being reached.

A good quality curriculum is provided for the pupils and there is a good range of enrichment activities. The pupils are very well cared for. Partnerships with parents and other schools are very good, while partnership with the community is good.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management at the school are good** and this is having a positive impact on the achievement of the pupils and on the quality of their learning. The governing body both supports and challenges the work of the school and operates well as a critical friend. The headteacher provides very good leadership. She is a key factor in the school's forward development and has a clear vision for its future. Other staff also share her aspiration for improvement. The school carries out systematic self evaluation and acts well on its outcomes. This has a positive impact on teaching, learning and achievement. Systems of financial management are good, and there is good regard for the principles of best value. The school uses its available resources effectively. The school's leadership is highly committed to inclusion, equality of opportunity and concern for the needs of individuals.

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

Parents have a very good regard for the school. They particularly like the fair way that the staff treat their children. Their children are also generally positive about the school. They are particularly positive about the fact that there is an adult they could go to if they were worried about something.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in investigative science.
- Further raise standards in writing.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall standards are above average by the end of both the reception year and Year 2. Achievement is good throughout the school. Standards in English and mathematics overall are above average.

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

- Standards in reading and numeracy are well above the national average by the end of Year 2 and literacy and numeracy make a good contribution to learning in other subjects.
- Pupils with special educational needs and those who are higher attainers achieve well in most subjects.
- Although standards in the knowledge based strands of science are average, standards in investigative science are below average.
- Although currently slightly above average, standards in writing are lower than those in the other areas of English.

#### **Commentary**

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

Standards in:	School results	National results
reading	17.6 (16.0)	15.7 (15.8)
writing	14.8 (14.3)	14.6 (14.4)
mathematics	17.4 (16.9)	16.3 (16.5)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

1. Results in the most recent National Curriculum tests for pupils at the end of Year 2 were well above average in reading and mathematics and average in writing. In the teacher assessments of science, results were well below average in terms of the percentage of pupils gaining the expected Level 2, but above average in terms of the percentage gaining the higher Level 3. Results in reading have been well above average in three out of the last four years. Standards in reading and mathematics are now higher than reported at the time of the last inspection. The school's trend in improvement is lower than the national trend. This is due to the relatively lower test results in writing. The school has re-assessed its approach to teaching writing and made some appropriate changes to this. As a result, standards are rising and are now slightly above average.
2. Current standards are above average in English and mathematics overall by the end of Year 2 and there are particular strengths in reading and numeracy. Pupils' skills in English contribute well to their learning in other subjects. Pupils enter the reception class with broadly average standards and their achievement is good throughout the school. There is a number of reasons for this good achievement. The pupils' attitudes are very positive. The school is very well led and assessment procedures are mostly used well to inform planning. The main reason, however, relates to the quality of teaching - which is good overall and regularly very good. This is particularly the case in English and mathematics. Teachers are well informed, plan carefully and regularly engage their pupils very well. Children in the Foundation Stage will reach the early learning goals in all the areas of learning by the time they reach Year 1 and some will exceed these, particularly in personal, social and emotional development, communication, language and literacy and mathematical development. Pupils with special educational needs and those



who are higher attainers are very well supported by teachers and by effective support staff and make good progress as a result. The small number of pupils for whom English is an additional language make good progress in their English language acquisition.

- Examples of standards being reached in English include a Year 1 lesson exploring sentence construction in a book. The pupils understood the text well and were able to predict what was likely to come next in the story. They were very interested in the work, concentrated hard and achieved well because of the very effective methods employed by the teacher and the high expectations she had of the pupils. Mental and oral numeracy are particular strengths of the mathematics at the school, with many pupils having a good understanding of the four rules of number and being able to add and subtract three digit numbers. Although pupils have a sound understanding of scientific facts, their investigative skills are under developed, mainly because the school has not focussed on this in the recent past and pupils do not have enough opportunities to design their own investigations. Standards in information and communication technology have improved significantly and standards in the subject are now average and improving. Standards in religious education exceed the expectations of the locally agreed syllabus.

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

Pupils' attitudes are very good and behaviour is good. Pupils' spiritual, moral, social and cultural development is good overall with the very good moral and social development being a strength of the school. Attendance and punctuality are both satisfactory.

### **Main strengths and weaknesses**

- Pupils' very good attitudes to learning help them to make good progress because they come into lessons eager to learn.
- They have very good opportunities for their age to take responsibility and develop confidence.
- The school prepares pupils well for life in a culturally diverse society.
- The school effectively promotes very good relationships and pupils respond very well to each other and to adults.
- The personal, social and emotional development of children in the Foundation Stage is very good.
- Attendance and punctuality are adversely affected by a few parents who take their children on holiday in term times and who do not respond well to the school's efforts to improve punctuality.

### **Commentary**

#### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.7
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.*

- The pupils listen attentively and respond enthusiastically in lessons. They collaborate very well with each other when working in pairs or groups. In a Year 1 class, groups of pupils worked very well together to record a sequence of events for the story of Cinderella that they would later develop into a dramatic performance. Their enthusiasm for the task resulted in a buzz of excitement where pupils shared their ideas and took turns in recording their pictures. They took pride in their work and were keen to point out particular features. In classes where there are a few pupils with specific identified behavioural difficulties, the teachers manage behaviour very effectively using the advice of external support agencies and show high levels of care and

concern. As a result these pupils are able to be included in activities and there is little disruption to the rest of the class. Most pupils behave well and have a very good understanding of right and wrong. Behaviour in the playground, although lively, is generally very positive and friendly. The school has a clear system of rewards and sanctions that is understood by pupils. Strategies, such as the 'friendship stop' and having pupils as 'playground managers' and 'classroom managers', successfully promote responsibility and very good relationships. Many pupils show initiative and awareness of the needs of others, such as in the organisation of a 'Blue Peter' Bring and Buy Sale.

5. Pupils' spiritual awareness is raised in lessons, in the daily act of collective worship and through special events. Music is used effectively to provide a spiritual uplift to the beginning and end of assemblies. Several religious education lessons included a significant spiritual dimension in which pupils became completely involved and were able to reflect on the deeper meanings of symbols and names. Pupils' social and moral development is encouraged very well through the whole ethos of the school and the attitudes of the adults working within the school community. A newly adopted programme for developing alternative thinking strategies ('PATHS') provides a systematic approach to addressing moral issues and raising pupils' self esteem. It also helps them to develop ways of reducing anger and improving their behaviour.
6. Pupils are provided with a curriculum that promotes a good understanding of their local culture and is enhanced through a range of visits and visitors. In literacy, history, art and music pupils are given good opportunities to develop an awareness of different cultures. Special events, such as the recent 'Multi-cultural Week', provide very focused opportunities to explore the many facets of society through different areas of the curriculum. The school has introduced a number of strategies to promote attendance and, particularly, punctuality. Whilst most parents have responded well, there are a few who, despite the direct intervention of the headteacher, continue to have a casual approach to attending school and starting the school day promptly and this is affecting the annual attendance figures. The pupils themselves have very positive attitudes and are keen and eager to come to school.

#### ***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	116	1	0
White – any other White background	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Bangladeshi	2	0	0
Any other ethnic group	2	0	0

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

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

The quality of education provided is good. There is a good and enriched curriculum and teaching is good overall. The pupils are very well supported by staff and through very good links with parents, as well as good links with the community.

## Teaching and learning

Teaching and learning are good overall throughout the school with a high proportion being very good. There was no unsatisfactory teaching, which is an improvement from the last inspection. The quality of assessment of pupils' work is good.

### Main strengths and weaknesses

- Teachers have very high expectations of behaviour and manage pupils well.
- They motivate and enthuse pupils.
- The use of teaching assistants and other support is very good.
- The needs of all pupils are well met, ensuring very good equality of opportunity.
- Teachers use effective assessment procedures to inform their planning.
- Pupils are not given enough information through marking on how well they are doing and what they need to do to improve.

### Commentary

7. The teaching of English and mathematics is good and as a result standards in these subjects are above those expected nationally. Teachers have good subject knowledge and implement the national literacy and numeracy strategies well. In particular, their expertise in information and communication technology has improved significantly since the last inspection, resulting in pupils making much better progress in their learning. Teaching in the Foundation Stage is good and children consequently achieve well.
8. Lessons are well planned to challenge and engage pupils. Pupils respond well and show high levels of concentration. Teachers show respect for pupils and expect similar behaviour in return. In a Year 2 mathematics lesson, the teacher provided a clear explanation of why pupils should learn about money and responded thoughtfully to pupils' comments. Many teachers use pupils' work effectively to model good learning and raise expectations. This was seen in a Year R/1 physical education lesson where the teacher encouraged the class to watch the performance of individual pupils and gave very effective feedback to encourage others to improve. Lesson objectives are clearly shared with pupils at the beginning of lessons but are not always revisited at the end to enable pupils to ascertain their progress. The school has a good system of home-school workbooks which gives parents good information about the work pupils are doing in school and ways to support their learning at home. Teaching assistants are well briefed and make a significant contribution to teaching and behaviour management, often working particularly successfully with pupils with special educational needs.
9. The school is currently exploring different approaches to teaching and learning in order to raise further the quality of education. Higher attaining pupils are given specific opportunities to engage in challenging activities and the school has funded some additional teaching time to support this initiative. A very good lesson was observed with a group of higher attaining Year 2 pupils who were asked to make as many sums of money as possible from one each of the silver coins in our currency. The quality of the teacher's feedback to each pupil and high expectation enabled these higher attaining pupils to achieve well and to develop a systematic approach to the task. Pupils for whom English is an additional language are well supported by their teachers and by visiting specialist staff, and make good progress in their English language acquisition.
10. Teachers use rigorous and systematic procedures to assess pupils' attainment and to track progress in English and mathematics, and use the information well to set targets and plan work. Effective, manageable systems are also in place to assess learning in the other subjects. However, whilst most work is marked regularly, teachers do not give pupils enough information about how well they are doing and what they need to do to improve. This aspect of assessment has already been identified by the school as an area for development.

### **Summary of teaching observed during the inspection in 29 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	17	5	0	0	0

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

### **The curriculum**

The breadth of curricular opportunities and opportunities for enriching the curriculum are both good. The school's accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- Provision for pupils with special educational needs is very good.
- There is very effective provision for personal and social education.
- The school provides a good range of enrichment and extra-curricular activities.
- The school very successfully ensures that all pupils have equality of access and opportunity.
- Support staff make a particularly good contribution to pupils' learning.

### **Commentary**

11. The school provides a good range of curricular opportunities that meet the differing needs of pupils and ensure good progress in learning. Provision for the information and communication technology curriculum, which was unsatisfactory at the time of the last inspection, has improved significantly. It now meets statutory requirements and is well resourced, resulting in higher standards of teaching and learning. Teachers make effective use of schemes of work and curriculum guidance, including the national frameworks for literacy and numeracy, when planning lessons. Very good provision is made for personal and social education, including a new programme to develop pupils' emotional intelligence and raise their self-esteem. The school is currently reviewing its provision for sex education and drug misuse as part of its work for the Healthy Schools initiative. It is now developing specific support for more able pupils through a modified curriculum.
12. Teachers are developing good cross-curricular links, enabling pupils to apply their literacy, numeracy and computer skills across other areas of the curriculum. There are good opportunities for pupils to participate in sport, music and a range of other activities. Pupils visit museums and local environmental areas; they experience cultural events and both visit and participate in a variety of arts performances. The wide range of visitors to the school enriches the curriculum and many make a good contribution to pupils' cultural awareness. Planning and provision for pupils with special educational needs are very good. Their needs are clearly identified and their individual education plans are of a good quality. An additional teacher provides some release time to enable others to carry out their management responsibilities.
13. The school is well staffed. Support assistants are of a high calibre and well trained. They make a significant contribution to the quality of education in the school through the high quality of their support for pupils in classrooms and when withdrawing groups for extra help. The school makes good use of an old building that was not designed to support today's curriculum for young pupils, to produce a friendly and welcoming learning environment with colourful displays and appropriate learning resources for young children. However, extra attention needs to be given to minor health and safety checks as a result of the ageing fabric of the building. The school lacks a grassed area but the playground has been imaginatively set out with areas for sitting and quiet activities, as well as equipment for more active pursuits. There are sufficient learning resources to deliver the curriculum effectively.

## Care, guidance and support

The care, welfare and health and safety of pupils is good overall and contributes well to their learning. The school provides pupils with very good support, advice and guidance and involves them well in its work and development.

## Main strengths and weaknesses

- The headteacher and staff know their pupils very well and have very high expectations for their care and welfare.
- The school has very good strategies for dealing with pupils with emotional and behavioural problems, and they are fully included in all activities.
- Parents and pupils are soon made to feel part of the school family.
- Pupils feel they are listened to and their views acted upon.
- Health and safety procedures require greater rigour.

## Commentary

14. The headteacher and staff have a very good knowledge of their pupils and this often extends to their families. Support, guidance and welfare policies are up to date and relevant to the pupils, and well applied in practice. The overall good level of care is greatly valued by all parents. Child protection procedures are fully in place and staff are very vigilant to pupils with home problems. Most classes have a small number of pupils with emotional and behavioural problems. The staff have developed very good strategies that enable them to calm the behaviour of these pupils. They are effectively integrated into classroom activities without disturbing the teaching and learning. The local behaviour support unit gives the staff good support in helping the pupils to moderate their behaviour.
15. Health and safety procedures are satisfactory. Teachers make sure that pupils have a good awareness of safety in lessons. Around the school, fire signs would benefit from being refreshed and health and safety procedures require greater focus and a more rigorous recording of routine inspections. First aid procedures are effective and staff often dispense some tender loving care where necessary. The school is very knowledgeable of pupils with medical problems and communications and training are appropriate to counter any emergencies. The school nurse gives the school good support. The school has good induction procedures. Children entering the Foundation Stage are greatly helped by the very good relationships developed with the on-site nursery school. Parents are very happy that the build-up to starting school is over several months, and they feel well prepared and enthusiastically welcomed into the school.
16. The headteacher and staff give a very high priority to the pastoral care of all pupils. Pupils feel very secure at school and know that they can trust their teachers and other adults to listen to their problems and anxieties. Staff are always available to lend a sympathetic ear to pupils. Pupils feel that adults listen to them, and this is apparent in classrooms where pupils make significant contributions to discussions in lessons. There are very good systems in place to monitor and track pupils' achievements, both academic and non-academic. Teachers keep comprehensive records of pupils' personal development, which allows them to make perceptive feedback to parents in the annual reports. The provision for pupils with special educational needs is well monitored and parents are well involved in the development of individual educational plans. The school receives good special educational needs support from outside professional agencies when required.

## Partnership with parents, other schools and the community

The links with the parents and other schools are very good. The links with the community are good.

## Main strengths and weaknesses

- The very good partnership with parents makes a vital contribution to their children's happiness at school and their learning.
- The headteacher, staff and governors work hard to produce a very high level of parental satisfaction with the school.
- As a result of having very good access and good information, the parents' trust in the school is high.
- The school has very good relationships with the local pre-schools and junior schools, which smooth the transfer of pupils.
- All pupils benefit greatly from the school's good links with the local community.

## Commentary

17. The headteacher and governors realise the importance of the school's relationships with its parents. Since the last inspection, there has been a major improvement in parental satisfaction and a significant reduction in parental dissatisfaction to very small levels. Parents are particularly approving of the staff's fairness in dealing with their children, the way they are initially welcomed into the school, and the high standards of behaviour. They know that their children like school and achieve well, and they admire the variety of activities both inside and outside the classroom. They have confidence in the headteacher and teachers. The very good partnership with parents leads to a happy school and increases staff confidence in dealing with all pupils and greatly benefits the education of pupils.
18. Parents feel that their role as a parent is consistently valued and their opinions respected. The school wants the opinions and help of parents and has been effective in gaining their views on topics through well-designed questionnaires and a parents' forum. Parental complaints are minimal, due to the easy access to the headteacher and teachers at either end of the school day. The statutory information for parents is good and the school has corrected the problems evident at the last inspection. The governor's annual report to parents is particularly effective in showing the essential character and ethos of the school. The class newsletters are personal and stimulate parents' interest in the school. Annual reports to parents are fair statements of what children can do in all National Curriculum subjects, but they do not contain any mention of academic targets for the present or following year. Most parents feel comfortable with the feedback opportunities they have with the school, but a small minority of parents would like even more information than the substantial amount that the school presently gives. Nearly all parents have signed the home-school agreement. Most parents assist pupils with homework, and they are given a thorough view of the school's expectations through the very effective home-link books. Parents are very willing to help in the school and support events, and parent governors are enthusiastic and knowledgeable. The newly formed 'friends' association is very energetic in fund raising.
19. The school has good links with the community, which benefit the pupils greatly. It makes many visits to places of interest and there is a steady range of visitors to the school to support the delivery of aspects of the National Curriculum. However, the school does not have extensive relationships with either the local churches or business. The school gains great benefit from its membership of the local partnership of schools, and this communicates confidence to parents when transferring to junior school. The school provides good guidance and clear information on transfer arrangements. Some subject co-ordinators develop the curriculum through joint discussions with junior school staff. The school has been a significant force in developing a two-year 'Progress in Learning' project with other local schools. A information and communication technology technician, shared within the partnership, is a valuable resource in raising standards. The school's relationship with the on-site pre-school is particularly advantageous to the transfer of children into the school. The children approach the transfer confident in the knowledge that they already know their new school well.

## LEADERSHIP AND MANAGEMENT

The school is well led and governed. The headteacher provides very good leadership. The management of the school is good. Self evaluation is a strength.

### Main strengths and weaknesses

- The headteacher provides a very strong sense of direction and purpose.
- The school has comprehensive and regular self-evaluation procedures which it puts to good use.
- The school is highly committed to inclusion, the promotion of equality and concern for the needs of individuals.

### Commentary

20. The governors both support and challenge the work of the school. They are loyal and positive about the school and act well as critical friends. They bring a good range of personal expertise to their roles, including among their number, for example, individuals with backgrounds in education, business, finance and management. There are two main committees which work well with some delegated powers and report back to the full governing body. Several governors are well involved in the day to day work of the school, carrying out, for example, monitoring visits, viewing teaching, talking to pupils and attending staff development days. There is a 'governor of the month' who visits the school and reports back to the full governing body. The governors are suitably involved in the construction of policies and in strategic planning. They have a good understanding of the school's strengths and areas for further development and successfully ensure that all statutory requirements are met. Some give valuable help in lessons.
21. The headteacher is a key factor in the school's forward development and in the standards being reached. She is highly committed to the school and has a clear vision for its future. Her leadership impacts very well on all areas of school life including teaching and learning. She provides a good role model for the rest of the staff. Other key staff also share her aspiration for improvement. The development plan has improved since the time of the last inspection and is used as a practical working tool. However, it still has some weaknesses and is currently being re-designed to improve it yet further. Provision for pupils with special educational needs is well managed and the pupils concerned achieve well as a result. Statutory requirements for these pupils are fully met. All pupils – including those with special educational needs – are very well included in all the school's activities. The provision for pupils in the Foundation Stage is very well managed.
22. The school has good management systems in place. A senior management team meets regularly to consider emergent issues and to monitor the progress of the school development plan. Subject managers are enthusiastic. They have a good understanding of the developmental needs of their areas of responsibility. They monitor planning, sample work and talk to pupils. Some observe teaching in their subjects. Performance management has been fully implemented – a significant improvement on the findings of the last report – and is having a positive effect on the consistency of teaching. The school carries out systematic self evaluation, including rigorous data analysis. This is having a positive effect on standards and on the quality of pupils' education.
23. The school has a comprehensive finance policy. Financial planning and monitoring are both thorough. Spending reflects the school's needs well. The relatively high carry forward of funds from one year to the next is as a result of devolved capital which had not yet been spent. The above average spending per capita is due to the governors making a conscious decision to spend as much of the school's reserves as was expeditious on maintaining as many classes as was possible in a falling roll situation. Principles of best value are applied well and contribute to the cost effectiveness of the school.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	412236
Total expenditure	385123
Expenditure per pupil	2811

Balances (£)	
Balance from previous year	41916
Balance carried forward to the next	27113



## **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 good. Children enter the reception classes in the September before they are five. Most children have attended some form of pre-school provision and enter school confidently because of their familiarity with the school from visiting in the summer term and the very good links with all providers who all complete the same baseline and transfer record. The younger children in the year group attend part-time for the first half term. As a result some of the children had only been in class full-time for a few days when the inspection took place. The majority of children are taught in a single year group but a few of the older children are taught in a class with Year 1 pupils. However, the curriculum is well organised to ensure that these older reception children have the same opportunities for practical activities, as all children in the Foundation Stage work together in the afternoons with the reception teacher.

Children enter school with a wide range of attainment but overall this is around average. They achieve well as a result of the good teaching in all the areas of learning. The main strengths of the teaching are the effective planning, based on very good assessment information, high expectations of behaviour and the caring and supportive learning environment provided by the class teachers and support staff.

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

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

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

- Children achieve very well and many will exceed the goals for personal, social and emotional development by the end of the year.
- Teachers provide a challenging and supportive learning environment in which children are encouraged to become independent and take responsibility for their actions.
- Children show high levels of concentration when working independently and also when co-operating with others.

#### **Commentary**

24. The teachers and classroom assistants ensure that children know what is expected of them. The very positive ethos helps children to quickly learn the correct way to behave. Children enter the classroom very sensibly each morning and show good levels of independence in hanging up their coats and putting away their book bags.
25. They settle quickly to their choice of activity and show high levels of concentration and co-operation with each other when working and playing together. A particularly strong feature of the Foundation Stage curriculum is the 'plan, do, review' sessions in which children choose one of a range of activities on offer and say what they have chosen. Most children are very confident in making choices and are engaged in the activity that they have chosen for long periods without losing concentration, working very productively. At the end of the session, children come together to show their work and talk about what they have done – an opportunity to show pride in one's efforts and to praise each other. Although the teacher and support staff are fully engaged with children throughout the day, promoting and supporting their development, children are able to work independently without direct supervision for extended periods.
26. Throughout all activities, but particularly in circle time, teachers and support staff encourage children to make positive relationships. A good example was the circle time game of holding a picture of an animal behind a child, with the rest of the class giving clues to identify the animal. In addition to the promotion of communication skills, this emphasised the need to trust and to

help each other. The very good personal, social and emotional development of the children provides the basis for their good progress in other areas of learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Literacy is planned for and delivered in a structured way.
- Teachers and support staff take every opportunity to develop children's speaking and listening skills.

### **Commentary**

27. Early indications are that the majority of children are on course to attain the early learning goals by the end of the reception year and some will exceed them. This is because of the systematic teaching of phonic skills, the support for reading and writing and the many opportunities for children to talk and to listen. Staff take every opportunity during activities to develop children's vocabulary through questioning. They encourage children to listen carefully each other, as well as to adult instructions and explanations. Very good relationships result in children having the confidence to talk and all adults are genuinely interested in what the children have to say.
28. Children enjoy books and can follow a story using the information from pictures. They listen attentively to stories that are read to them and take books home to share with parents. Children are developing a good knowledge of letter sounds through the teachers' systematic teaching of phonics and can identify the initial sound of many words and match pictures to letters. Many informal opportunities are provided for children to make marks and develop early writing skills, as well as formal instruction in forming letters. Many children can recognise and write their own name.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children have good knowledge of number for their age and achieve well.
- Teachers plan a wide range of activities that engage children's interest and support their learning.
- Good use is made of informal opportunities throughout the day to promote children's mathematical development.

### **Commentary**

29. Teaching and learning are good and, as a result, children are likely to achieve the outcomes expected by the end of the year. In aspects of number work, many children will exceed the early learning goals. Many children can count up to twenty. They identify numbers in the wrong order on a number line and are able to place them correctly. Children use their knowledge of number to play games using dice and dominoes. They are developing knowledge of time through sequencing events in the day and becoming familiar with their daily class timetable. Much of this work supports their learning in other areas, such as knowledge and understanding of the world and communication skills.
30. Teachers make good use of opportunities that arise informally to count and order. Children are encouraged to count how many children are having a cooked lunch or who are absent. In

mathematics lessons, children are given many practical opportunities to develop their numeracy skills. For example, the playground markings were used to enable the older reception children to, literally, 'jump on 2 more' and to 'find the number that is one more or one less'. Many of the independent choice activities promote children's understanding of size, shape and pattern.

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

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

### **Main strengths and weaknesses**

- A good range of interesting activities is provided.
- Children have good access to information and communication technology in the well-equipped computer suite.

### **Commentary**

31. A good variety of activities is provided, covering all aspects of this area of learning, to enhance children's understanding of the world around them and as a result they achieve well for their age. Children are developing confidence in using computers. They are able to use a mouse to control the cursor and work through games developing literacy and numeracy skills on the computer. Children are given a wide range of opportunities to use all their senses when exploring the world around them. They are developing understanding of cause and effect through teacher led activities such as making tea to show the changes which occur in the process, using their sense of smell as well as sight. The teachers' effective questioning promotes children's understanding and they are given good opportunities to predict and discuss outcomes. Children have very good opportunities to carry out independent investigations. A tray full of objects related to light and sight was explored enthusiastically. Children used colour fans to change the appearance of the light coming through windows. They explored the wonder of a kaleidoscope and used binoculars to make things appear smaller, as well as larger, with great excitement. The support of adults in class during these activities greatly enhanced children's understanding and also contributed to developing their communication skills. Children play with many materials to make and construct, using specific construction kits and a wide range of junk materials. Although many of these activities are chosen and initiated by the children, the teacher often puts out materials which have been used in adult directed lessons to give the children further opportunities to apply the skills they have learnt. Children responded very well to the silence on Remembrance Day and a number were able to contribute some information about family members in the armed forces.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children use the good range of apparatus in the hall well.
- Children have good opportunities to use equipment outside.
- Children handle tools, materials and equipment effectively.
- There are a few limitations in the facilities of the outside area.

## Commentary

32. Children's physical development is good and they are on line to achieve the expected goals by the end of the year. Children respond well to the teachers' instructions on safety and use the large apparatus in the hall sensibly. They show good awareness of space when moving around. Children are given good opportunities to develop independence when getting out the apparatus. For some children this was one of the first times they had done this and they proved to be very responsible. Most children can climb, jump and move in a variety of ways, whilst adjusting their speed or direction to avoid obstacles. They have a good sense of balance. Children enjoy using the outside area and are proficient in operating the large wheeled equipment. Good use is made of the outside area. However, the lack of a grassed area slightly limits children's opportunities.
33. Children develop their manipulative skills well by handling a range of tools for making and drawing, as well as playing with small toys. Their co-ordination is often good, enabling them to make quite complex constructions and to draw and colour well for their age.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- The children have many opportunities for creative development and they respond well.

## Commentary

34. Many children show creativity in their role-play activities. The current focus in the reception class is a space ship and two girls spent an exciting and dramatic time pretending to deal with an emergency, finding the tools to mend the rocket and getting it back on course. The language development involved in this was a wonderful bonus. Children also enjoy using finger puppets in dramatic play.
35. Children are developing good musical skills. They can name and play a variety of untuned percussion instruments. They sing songs from memory and particularly enjoy action songs. The teacher uses songs very effectively to support other areas of the curriculum, such as when they sang 'I'm a little teapot' after making a cup of tea and investigating the changes during the process.
36. Children often demonstrate good skills in drawing and colouring. They use a range of materials to create models and simple artefacts. Some attractive work using different textures and shades of the same colour was displayed in the reception classroom. Most children are likely to achieve the expected outcomes for their age by the end of the reception year.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

#### Main strengths and weaknesses

Provision for English overall is **good**.

- Standards in reading are well above the national average.
- Teaching of English is consistently at least good and is frequently very good.
- Although still at least average, standards in writing are not as high as those in the other elements of the subject.

- Literacy skills are used well in other subjects.
- The library is under used as a resource for learning.

## Commentary

37. Standards in English overall are above average – a similar finding to that of the last inspection. Within English, however, standards in reading are well above the national average, which is an improvement on the previous findings. Writing, while improving and currently a little above average, is still the weakest strand within the subject. These findings are consistent with the most recent National Curriculum assessment results. Children enter the reception class with communication, language and literacy skills which are average and, therefore, achievement in English overall is good. The good achievement is partly due to the successful implementation of the National Literacy Strategy and partly to the effective use of systems for tracking the progress of individual pupils and providing them with relevant targets for improvement. The main reason, however, relates to the good and regularly very good quality of the teaching at the school.
38. The pupils have regular opportunities for developing their speaking and listening skills across the curriculum. For example, in many lessons, the strategy of paired ‘mind showering’ is used. Wide ranging and deep discussions are also a regular feature. In one religious education lesson seen during the inspection, the pupils were asked to consider the emotional and religious significance of a lighted candle. Their responses were articulate and well thought out. Drama also contributes well to the development of pupils’ speaking and listening skills. In one lesson seen during the inspection, Year 2 pupils wholeheartedly threw themselves into the role of Christmas trees interviewing ‘the most beautiful Christmas tree in the world’ (played by one of their teachers). A wide range of strategies – including the development of phonic skills - is employed to teach reading. Pupils are encouraged to read for a wide variety of purposes and the school makes time on the curriculum for guided reading to stimulate pupils’ interest. The latent enthusiasm for books often displayed by teachers also impacts well on pupils’ attitudes towards reading and by the time they reach the end of Year 2, most are fluent and expressive readers. There is a good stock of fiction and non-fiction books which are appropriately representative of the multi-cultural dimension of this country and support the development of research skills in the classroom well. The school library, however, is under used as a resource for teaching relevant skills.
39. Standards in writing are already improving as a result of the school assessing this aspect’s relative weakness, obtaining external support and putting in place appropriate strategies for improvement. The latter have involved a move to more guided writing, careful planning of work, using writing frames and using examples from literature as models for pupils’ writing. In a very good Year 1 literacy lesson, for example, the pupils examined the sentence construction in a familiar story before ordering jumbled up sentences and writing sentences of their own. In a successful Year 2 lesson, the pupils looked at the specific characteristics of a non fiction text ‘How to Make Masks’, before completing their own lists of instructions. By the time they reach the end of Year 2, most pupils write clear, joined up script with appropriate spelling and punctuation. Presentation, however, is of variable quality.
40. One of the particular strengths of the teaching is the way that teachers use high quality questioning to challenge the pupils and encourage them to think deeply. This impacts very well on the development of the pupils’ literacy skills. Lessons are carefully planned and methods – although appropriately based on the National Literacy Strategy – include a good range of activities which proceed at a good pace, maintaining pupils’ interest. The pupils, for their part, have high levels of concentration and mostly want to both succeed and to please their teachers. Most work well independently when this is appropriate. Group tasks are well matched to the needs of pupils with different levels of attainment. Pupils with special educational needs and those for whom English is an additional language are particularly well supported by their teachers and by skilled learning support staff. Special provision is made for more able pupils through extra teaching in smaller groups for part of the week. Teachers have consistently high

expectations of pupils' behaviour. Marking, however, is not used enough to identify for pupils where they need to improve next.

41. The subject is well co-ordinated by the headteacher and another member of the teaching staff. Assessment strategies and their use are good overall and the school is currently developing these even further. There is some use of information and communication technology to support the development of pupils' literacy skills – mainly through the use of word processing programs.

### **Language and literacy across the curriculum**

42. The school gives a strong emphasis to literacy across the entire curriculum. There are regular opportunities to write in different forms across the curriculum – particularly in the humanities. For example, pupils write effective accounts about the events surrounding the life of Florence Nightingale and the Crimean War. They write letters in relation to other historical events. During a particularly successful religious education lesson, the book 'Amazing Grace' was used as a stimulus to the consideration by the pupils at their own level of aspects of racism.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection.
- Attainment in numeracy is well above average.
- Teachers plan well - with good provision for pupils of different levels of attainment.

### **Commentary**

43. Standards in mathematics overall are above average throughout the school and standards in numeracy are well above average. In the 2003 national tests Year 2 pupils attained well above the national average and over a third of them achieved a higher level than expected for their age. Pupils generally make good progress and achieve well. Pupils with special educational needs are well supported and the older, more able, pupils are given specific tasks to challenge and extend them. Although boys did better than girls in the recent tests, there is generally little difference in performance between the two groups.
44. Teaching and learning are good throughout the school and some very good lessons were observed with the older pupils. Classroom assistants contribute very well to the good support given to different groups. Teachers place a strong emphasis on developing pupils' mental number skills and each lesson starts with a lively oral and mental session. Younger pupils are beginning to use addition and subtraction facts to 20 by counting on and back. Older pupils are developing an understanding of place value, working with two-digit numbers and can identify the missing numbers on a 100 square by counting on in tens. They apply their number skills in working with money. Some are beginning to use simple multiples, such as 3 lots of 2p, to work out their money problems. By the end of Year 2, pupils can identify the properties of common two- and three-dimensional shapes and work with different measures. They recognise simple fractions. Their understanding of number is particularly good with higher attaining pupils understanding the four number operations and carrying addition and some subtraction with three-digit numbers.
45. Teachers use the National Numeracy Strategy well to plan a broad mathematics curriculum. They make the learning objective explicit to pupils at the beginning of each lesson and use appropriate mathematical vocabulary when teaching. Teachers use very effective strategies to ensure every pupil is fully included and to develop their confidence and self esteem by valuing their contributions. Activities are well planned to include practical work appropriate for the age of

the pupils. For example, Year 1 pupils used the number lines printed on the playground; Year 2 pupils had to place their whiteboards in the correct order for the numbers they had chosen; others had to roll a large dice to choose two numerals that would make the largest two-digit number. These strategies ensure that the pupils maintain interest and concentration and respond enthusiastically to the work. Throughout the school, teachers use questioning and feedback very effectively to help pupils consider the strategies they have used and identify what is most effective. As a result their mathematical thinking is well developed for their age.

46. The co-ordinator leads the subject well. There is a consistent approach to the termly assessments, which are used well to track pupils' progress and set targets. Work is marked regularly but pupils are not always given enough information in their written work on how to improve, although oral feedback in whole class sessions is good. This is an area that the school already has plans to address.

### **Mathematics across the curriculum**

47. Pupils use their mathematical knowledge well in other subjects. Data handling, for graphs and tables, is used in geography and science work. Numeracy skills are used at times in many of the other subjects, as well as through informal opportunities initiated by teachers in assemblies and class registration. Knowledge of shape and measures is used in art and design activities.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in the knowledge based elements of the subject are average – but standards in investigative science are below average.
- Although teaching is satisfactory overall, work set is not matched closely enough to the needs of different pupils and higher attaining pupils are sometimes not sufficiently challenged.
- The pupils do not have enough say over the design of their investigations.

### **Commentary**

48. National Curriculum teacher assessments of pupils at the end of Year 2 in 2002 were above average in terms of those pupils who reached the expected Level 2. However, they were well below average in terms of those who reached the higher Level 3. Conversely, in 2003 the percentage who reached Level 2 or above was well below average, while the percentage who reached Level 3 was average. The variations are largely due to differences between different groups of pupils. Standards in the more knowledge based aspects of the subject are currently around average at the end of Year 2 – but standards in investigative science are below average. The below average standards in investigative science are a consistent weakness which has already been recognised by the school as a major priority for development. However, this has not yet been addressed because of the school's main focus on raising standards in literacy and numeracy. Standards in science at the school are – as a result - the lowest of the assessed subjects. Children enter the school with average attainment in knowledge and understanding and, therefore, their overall achievement in science is broadly satisfactory.
49. As part of a study on forces, Year 1 pupils can identify which toys require pulling or pushing. They are able to sort materials according to their characteristics and – with support - investigate which materials are the most waterproof. They recognise that some metals are attracted by magnets while others are not. They have some idea of the best conditions for successful plant growth. Year 2 pupils also have a sound understanding of aspects of the concept of forces – in some cases appreciating that pushing and pulling are opposing forces – although they find difficulty in defining this. However, the depth of their understanding is frequently lower than that expected for their ages. They have carried out some simple

investigations into issues such as how to make a model car travel further down a ramp and whether a large car will travel further than a small one. They can make simple predictions of likely outcomes to their investigations. There is little evidence, however, of pupils having a well developed understanding of concepts such as 'fair testing' in investigative science.

50. In the lessons seen during the inspection, teaching was satisfactory overall and there was one example where it was good. Strengths included the provision of activities which were interesting and motivated the pupils. Methods were varied. Pupils were well managed and relationships were good. Questions were often probing and forced the pupils to think deeply about the issues under discussion. Most pupils worked well independently and were firmly engaged on their tasks. There were good levels of co-operation within pairs and groups. Attitudes and behaviour were mostly very good. However, some of the activities provided for higher attaining pupils are not challenging enough and this detracts from the standards that they could potentially reach. A scrutiny of pupils' previous work substantiates this. It also indicates that the pupils are not given enough say over the planning of their investigations and that investigative tasks set are not closely enough matched to the assessed needs and attainment of different pupils within a class. Conversely, pupils with special educational needs and those for whom English is an additional language are regularly given extra good quality support from teachers and other adults.
51. Overall structures for planning and assessment in science are appropriate. There are currently two co-ordinators for the subject – as one teacher is in the process of handing over responsibility to another. Both have a good understanding of the subject's developmental needs and the vision to achieve these. Planning is regularly reviewed and standards are monitored through the examination of samples of pupils' work. Management of the subject is, therefore, satisfactory. There is some use of information and communication technology to support learning in science – mainly through the use of databases. Current standards in science are, however, lower than those reported at the time of the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been a significant improvement in provision since the last inspection resulting in standards of teaching and learning that now exceed requirements.
- The school is well resourced and has a good computer suite.

### **Commentary**

52. By the end of Year 2, pupils' information and communication technology skills are average and their achievement is satisfactory. However, due to recent improvements in resources and in teachers' subject knowledge, standards are continuing to improve. Since the last inspection, a computer suite has been established and staff confidence and expertise has been developed through training. Pupils now have regular access to computers and are taught relevant skills systematically. Teachers have raised their expectations of what pupils can achieve and how they might apply their skills across the curriculum.
53. In the lessons observed, there was direct teaching of new skills and teaching overall was good. The work built well on previous learning and teachers provided clear instructions with good use of modelling to check and support pupils' learning. Pupils demonstrate good control of the mouse and are becoming familiar with the keyboard. They log on and access the programme required. Most can carry out procedures to print out their work. Year 1 is currently looking at other forms of programmable technology.



54. Examples of pupils' work show that they cover all aspects of the information and communication technology curriculum. Pupils use information and communication technology for word processing, graphics, accessing information and simple data handling. Programmable robots ('Roamers') are used well to develop early control skills and this is further developed using more sophisticated programmes. Pupils' outcomes of work are clearly assessed, showing the level of help given - but the school is currently introducing more systematic assessment and recording procedures to identify pupils' progress even more effectively.

### **Information and communication technology across the curriculum**

55. Previous work and displays around the school indicate that the pupils are given good opportunities to apply their skills in other areas of the curriculum, although this is an aspect that the school wants to develop further. Pupils combine computer generated pictures with text to show old buildings as part of their history work and to draw and label the parts of a plant in science. They use modelling and control techniques to record directions and routes in geography. Information and communication technology is used in mathematics for number games and a variety of mathematical activities, including data handling. Pupils apply their word-processing skills in literacy work and when recording work in other subjects. There is a good range of computer generated artwork on display.

## **HUMANITIES**

Religious education was inspected in detail and is reported in full below. Geography and history were not a focus of this inspection. Provision and standards are, therefore, not reported on in any detail. However, scrutiny of previous work and planning, and discussions with staff indicate that the full requirements of the National Curriculum are being met. For example, the pupils have completed topics on the Great Fire of London and on Florence Nightingale. Most have a good understanding of key differences between the past and the present being able, for example, to understand what life was like when 'Granny was a girl'. They have studied aspects of their own town and compared beaches in Australia with those in England. They have mapping skills which are well developed for their age and an awareness of environmental issues. Many are clear about the concepts of county, country and continent.

### **Religious education**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- Standards are above average throughout the school.
- The subject is very well taught.
- The use of information and communication technology to support learning in religious education is under developed.

### **Commentary**

56. Provision for religious education at the school meets the requirements of the locally agreed syllabus, while the standards being reached exceed this. The pupils achieve well. These findings are broadly similar to those of the previous inspection. Most of the work covered has a Christian basis, but other major world religions are also explored. Year 2 pupils, for example, have a good understanding of the Christmas and Easter stories and know some of the more familiar parables, while Year 1 pupils have covered aspects of the Sikh religion in some depth. In a Year 1 lesson seen during the inspection, the pupils explored the meaning of their names and learned about individual uniqueness. Year 2 pupils appreciate the significance of light to different religions and are gaining an awareness of the concept of light as a religious symbol.

Many are able to express the emotional impact for them of a lit candle and the personal loss felt when it is blown out.

57. Teaching in the lessons seen was very good. The lessons were very stimulating and enabled the pupils to explore their own developing religious awareness in a sensitive way. In a Year 2 lesson, a pupil who was a member of a major non-Christian community was enabled to share his experiences of celebrations associated with his religion in a positive manner. His observations were welcomed, appreciated and highly respected by teacher and pupils alike. In lessons in both years, the teacher's very high expectations of learning and behaviour impacted very well on attitudes and on the depth of religious understanding gained by the pupils, who were very well engaged throughout.
58. At present the use of information and communication technology to support learning in religious education is limited. The subject is well co-ordinated by the headteacher.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Art and design was inspected in detail and reported in full below. Design and technology, music and physical education were not a focus of this inspection and are not reported on in any detail. However, previous work was analysed and staff discussed the provision, which fully meets the requirements of the National Curriculum. One lesson was seen in each of the subjects. There is photographic evidence, for example, of pupils in the recent past designing and making a puppet, using joining devices to create moving parts. In the design and technology lesson seen during the inspection, the pupils planned – and began to make - a model of a skateboard, with most being able to differentiate between fixed and rotating axles. In music, Year 1 pupils sang a simple lullaby with a good control of rhythm and dynamics. Some were able to choose untuned percussion instruments which would be appropriate for accompanying particular forms of music – although others found this difficult. In gymnastics, pupils reached above average standards when carrying out a series of balances on the floor and on apparatus. They moved around the hall with a good awareness of space and were keen to improve their performance.

### **Art and design**

The school's provision for art and design is **good**.

### **Main strengths and weaknesses**

- Standards are generally above average throughout the school
- The subject is well taught and the pupils enjoy their lessons.

### **Commentary**

59. Evidence from direct teaching observed and from the analysis of displays and previous work indicates that – although variable – overall standards of art work are above average and that pupils' achievement is good. This finding is as reported at the time of the last inspection. Year 1 pupils, for example, produce effective wall hangings using different sewing techniques and detailed pictures with an autumn theme using both pastels and an information and communication technology program. Year 2 pupils successfully use colour mixing techniques and paint in the style of Paul Klee. They also produce pencil images of what they consider might be outside part of an image that their teacher has given them – although the final results range from the sophisticated to the stereotypical. Art and design work at the school is linked well with other subjects. As part of a history topic, for example, Year 1 pupils draw quite accurate pictures of Victorian artefacts such as flat irons and kettles, while the pupils in Year 2 produce some good quality drawings of artefacts that Florence Nightingale might have had in her bag at Scutari. In the recent past, pupils have explored and replicated the work of Japanese and Aboriginal artists. Although there was little evidence of three-dimensional art at the time of

the inspection, photographic evidence indicates that this has also been a feature of the provision during the past year. Year 1 pupils used modelling clay to make flowers and various artefacts in the style of African art and clay masks.

60. Teaching and learning are good. In a Year 2 lesson, a clear initial explanation ensured that the pupils were fully aware of what they were expected to achieve, and relevant skills were specifically taught. Questions and the task itself were appropriately challenging. The teacher had high expectations of behaviour which impacted very well on the attitudes of all pupils – including those with special educational needs. The pupils worked well independently. Art and design is well co-ordinated and all pupils have good access to it.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

There is not enough evidence to report on this subject in detail. One circle time in Year 2 was inspected. This followed the 'PATHS' programme. The lesson focused on helping the pupils to explore the level of their feelings and enabling them to identify which they were comfortable with and which they were not. Teaching and learning were both good and the pupils achieved well in terms of their personal development. All pupils – including those with special educational needs – were well included in the lesson. Assemblies, and science and religious education lessons also contribute well – and regularly very well - to the pupils' personal, social and health education. The school is currently working towards the 'Healthy School' Award.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

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