

INSPECTION REPORT

ELING INFANT SCHOOL

Totton
Southampton

LEA area: Hampshire

Unique reference number: 115955

Headteacher: Ms S Cooper-Jones

Lead inspector: Mr Kevin Hodge

Dates of inspection: 1st – 3rd March 2004

Inspection number: 256046

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
Number on roll;	83
School address:	School Road Totton Southampton Hampshire
Postcode:	SO40 9HX
Telephone number:	023 8086 2267
Fax number:	023 8066 3436
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Swadling
Date of previous inspection:	3 rd November 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated a short distance from the town of Totton, near Southampton. It has 83 pupils on roll, which is fewer than the average infant school. The socio-economic background of the pupils is mixed and children enter the Reception class with a range of attainment levels that are below average overall. The number of pupils who arrive or transfer from the school other than at the normal times is about average. Nearly 13 per cent of pupils have free school meals, which is below the national average. There are approximately 22 per cent of pupils with special educational needs, which is above average. There are no pupils with a statement of special need. There are very few pupils from minority ethnic backgrounds or who speak English as an additional language.

The school was recognised by the Department for Education and Skills in 2001 for its efforts in raising achievement.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18466	Kevin Hodge	<i>Lead inspector</i>	English; Mathematics; Information and Communication Technology; Physical Education; History; Geography Personal, Social, and Health Education; Special Educational Needs.
13874	Jane Chesterfield	<i>Lay inspector</i>	
23805	Margaret Lygoe	<i>Team inspector</i>	Science; Art and Design; Design and Technology; Music; Religious Education; English as an additional language.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Eling infant school provides a good standard of education and good value for money. The way it involves pupils in the life of the school is good and the standards of care for pupils is also good. The pupils reach the expected standards in almost all subject areas. The pupils' learning and achievement are good overall.

The school's main strengths and weaknesses are:

- The provision for pupils in the Foundation Stage is good.
- The behaviour of the pupils is good.
- Pupils reach above average standards in their science work.
- The headteacher provides good leadership and vision for school improvement.
- Pupils' level of knowledge about how to apply and use their mathematical knowledge is unsatisfactory.
- Teaching is consistently good through the school.
- The writing skills of the most capable pupils are limited.
- Pupils are cared for well.
- The combining of some year groups for activities has shortcomings.
- The pupils' personal, social, and health education (PSHE) are taught well.
- The pupils' spiritual, moral, social, and cultural provision is good.
- Information sent home is not always written in everyday language.
- Attendance is below the national average.

Standards in information and communication technology, (ICT) have improved since the last inspection in 1999. Writing is still a weaker aspect for the highest attaining pupils. The accommodation has been improved significantly such as the library area and fencing. Overall, the school has made appropriate improvement in most areas.

STANDARDS ACHIEVED

The pupils achieve well overall, given their lower than average starting point when they enter the school. They reach at least satisfactory standards in most subjects and areas of learning throughout the school. In science, standards are good. Children in the Foundation Stage make good gains in learning and achieve well in several areas. In their language and communication skills, they achieve satisfactorily, but are unlikely to reach the goals they are expected to reach by the end of the Reception Year. In Years 1 and 2, the pupils reach appropriate standards in their English work, but the highest attaining pupils do not extend their writing skills sufficiently. Pupils' mathematical skills in number are satisfactory, but their ability to apply their knowledge and understanding is less well developed. In science, the pupils reach better than nationally expected standards and they achieve very well.

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

In the national tests for 2003, the results improved from the previous year. In writing, results were similar to the national picture, but mathematics and reading results were just below average. Compared to similar schools, their writing results were average, but were below average in mathematics and reading. The trend in results is a gradually rising one. The pupils who have special educational needs (SEN) achieve well in all areas. In the other subjects inspected, or sampled, the pupils reach the expected standards and achieve satisfactorily. In some subjects such as design and technology and physical education, work is not always challenging enough for the most capable pupils.

Pupils' personal development is good and they have good attitudes to school. Pupils' have good attitudes to school and their behaviour is of a good standard. Pupils are confident with adults and enjoy discussing the good points of the school such as the school council. **The pupils' spiritual, moral, social, and cultural development is good overall.** The attendance rate is below the national average.

QUALITY OF EDUCATION

The quality of education is good overall. The teaching is good overall. It is consistently stronger in the oldest year group where some very good teaching was seen. The pupils' learning is enhanced by good teaching and interesting displays in classrooms. In the Foundation Stage, the teaching is good. The teachers relate very well to pupils and provide good role models along with class assistants. The curriculum planning and provision is satisfactory overall. It is broad, balanced, and extended by a number of activities such as lunchtime clubs and an arts week. The combining of year groups for a small number of activities restricts pupils' learning however. The school provides high levels of care, particularly for the youngest pupils. This contributes to the quality of their learning. The links with parents are satisfactory overall.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The leadership and management of the school are good. The governors provide satisfactory support. The governors ensure that all statutory requirements are met. The headteacher gives good leadership to the school and is supported well by the senior teacher. The regular checks on the quality of teaching have identified weaknesses, which have been addressed effectively. The governors, several of whom are new, provide a satisfactory overview and challenge to the work of the school. The governors oversee the finances of the school well and the day-to-day financial arrangements are organised efficiently.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents believe the school provides a caring education for their children. A very small number expressed concern about the level of consultation with them and their involvement. The inspection evidence suggests this is better than indicated, although some information sent home contains too much educational jargon. The pupils enjoy school and their involvement in decision-making via the school council.

IMPROVEMENTS NEEDED

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

- Develop the higher attaining pupils' writing skills so they are more confident and imaginative writers.
- Plan more activities to develop pupils' understanding of how they can use and apply their mathematical skills more readily.
- Review the planning in subjects such as design and technology to extend the skills of the oldest and most capable pupils.
- Improve the clarity of information sent home to parents so that it is easier to understand.
- Devise further strategies to help improve attendance.

The school has identified elements of these issues in its plans for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The pupils reach at least satisfactory standards in all subject areas and their achievement is good in nearly all subjects. The youngest pupils in the Foundation Stage achieve well and are expected to reach the early learning goals in nearly all of the areas of learning. In science, the oldest pupils reach standards better than expected.

Main strengths and weaknesses:

- Pupils have a good knowledge of science concepts.
- The writing skills of the most capable pupils are not as good as they could be.
- Pupils do not use or apply their mathematical skills confidently.
- The youngest pupils achieve well in most of areas of learning.
- Pupils achieve well in their PSHE skills.

Commentary

1. Children have varying levels of ability when they start school and are below average overall. Nevertheless, due to effective teaching, the children in the Foundation Stage achieve expected standards in nearly all of the areas of learning. In communication, language, and literacy, they achieve satisfactorily, but are not expected to reach the levels expected by the time they reach Year 1. In their personal and social development, knowledge and understanding of the world, physical, and creative development, they achieve well and are on target to meet or exceed the expected levels.

2. In English, the pupils reach the expected standards overall. Most pupils in Years 1 and 2 achieve well in their writing, but the highest attaining pupils do not write sufficiently at length. Pupils' day-to-day writing is accurate, sometimes imaginative, and their levels of spelling and grammar are appropriate. The quality of presentation is variable, and this detracts from their work. In their speaking and listening, they also reach satisfactory standards. They listen carefully to adults and speak confidently in class and with other classmates. Their reading skills develop steadily and pupils generally read with confidence. They use their speaking, listening, and writing skills appropriately within other subjects such as science, history, and ICT.

3. Pupils achieve satisfactorily in mathematics and reach the expected standards by the end of Year 2. They achieve well in basic number skills. They are accurate and confident in handling and mentally working out number problems. The pupils use their numeracy skills satisfactorily across different subjects but their confidence and ability in applying their knowledge is below the expected level. In science, the pupils exceed the expected standards in their day-to-day work, confirming the above average results reached in the latest tests.

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

Standards in:	School results	National results
Reading	15.5(14.5)	15.7 (15.8)
Writing	14.5(12.9)	14.6 (14.4)
Mathematics	16 (15.2)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

4. In the national tests, the school's results have varied. For example, results in reading were above the national average in 2000, then dropped, but were close to average in the latest tests and

improved from last year. Writing has been below the national average, but results rose and were similar to the national picture. They also improved on the previous year. In mathematics, the results have also improved and are just below average this year. Compared to similar schools, pupils' writing results are average, but below average in mathematics and reading. An increased focus on teaching by the headteacher has highlighted where there are weaknesses. These have now been addressed, and the raised expectation of teaching is one reason why pupils achieve well, particularly in the oldest class. The general trend in attainment is now rising in contrast to the national trends, particularly in reading and mathematics.

5. In ICT, the picture has improved significantly and pupils have satisfactory knowledge and skills. They use computers confidently and achieve well. In nearly all other subjects that were inspected or sampled, pupils learn and achieve well. Although the pupils generally reach the expected standards in design and technology, they do not achieve as well as they could do because some activities do not challenge enough. Their musical abilities are developed well with specialist teaching.

6. Provision for pupils with SEN is satisfactory overall. Daily activities and strategies support learning systematically. These include clear activities, well matched to pupils' needs and linked to their individual education plans. The class teachers and the learning-support assistants work well together, particularly with pupils with severe special needs. Pupils also achieve well in their PSHE and have a sensible attitude towards school and each other.

7. Some differences in achievement between boys and girls in their reading and mathematics were evident in the results reached in national tests in 2003. All staff are aware of these differences and have amended planning appropriately in many areas. The headteacher has monitored teaching closely to see where changes in approach are needed. In lessons and work sampled however, no obvious differences in standards of work were noted between the boys and girls. There were no differences observed in the standards of work between the very few pupils from ethnic minorities and other pupils.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, behaviour and personal development are good. Attendance is below the national figure, and the punctuality of the pupils is satisfactory. There have been no exclusions. The provision for the pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses:

- The school's emphasis on social and moral development means pupils respond and behave well.
- Pupils are enthusiastic and interested in school life and activities.
- Spiritual and multi-cultural provision are improving due to the school's thoughtful approach.
- Attendance fluctuates year on year due to the poor attendance of a few pupils.

Commentary

8. When pupils start in Reception, few are confident or well socialised and so the school works hard at improving their social skills and moral awareness. It does this successfully. Teachers and support staff manage pupils consistently well in class, in the playground, and around the school, and pupils respond consistently well to them. Nearly all pupils behave well and the oldest in the school often behave very well in their lessons. At lunchtimes and at playtimes, the pupils co-operate well and behave sensibly. The pupils with SEN respond well to activities, and those with severe special needs are given extra support in class, which helps them to learn effectively.

9. Pupils enjoy what the school has to offer them and throw themselves wholeheartedly into what they are doing. Those on the school council, for example, take their role seriously and are conscientious about gathering their classmates' views on the topics under discussion. Lunchtime clubs are well attended and pupils concentrate intently on their activities. The members of the French club, for example, are very keen to have a go at a different language.

10. The school has developed a systematic approach to spiritual and multi-cultural development, which means that staff are constantly aware of the need to create opportunities for this. Teachers' planning shows that they try to make the most of the natural world and of the different backgrounds represented in the school as they cover different aspects of the curriculum. Pupils from different backgrounds are supported and the school makes appropriate provision to include and value them. The few pupils from ethnic minorities integrate well with others and there are no recorded incidents of racial disharmony. Assemblies and special events reinforce this. For example, the St David's day assembly, led effectively by the headteacher, encouraged the pupils to think about how we remember special people.

11. As the number of pupils at the school is relatively small, the impact of a few poor attenders can be significant. Last year, attendance was below the national figure because one or two families have difficulties ensuring their children come to school regularly. In the previous year, attendance was above average, as there were fewer individual problems.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. The quality of teaching is good overall, particularly in the oldest class. The curriculum is planned appropriately for the key subjects such as English, mathematics and science, but some activities in other subjects such as design and technology are not fully effective. Activities such as PSHE are particularly well planned. The care of pupils is good. The school develops satisfactory links with parents and with other partner institutions.

Teaching and learning

The quality of teaching and learning is **good** overall. The assessment procedures are **good**.

Main strengths and weaknesses:

- There are very good relationships between adults and children.
- The most capable pupils are not challenged enough to write at length and the presentation of work varies too much.
- Basic number skills are well taught.
- Class assistants provide good support and are used well.
- In some subjects, such as design and technology, the activities lack challenge.
- Assessment is used well in all classes.
- Good use of resources enhances the most effective lessons.
- Displays in classrooms enhance pupils' learning.

Commentary

12. Teaching is good overall. During the week, a temporary teacher taught in the Year 1 class. Very good teaching was seen in a Year 2 English activity, and good teaching was seen in all year groups. No unsatisfactory teaching was observed. Owing to the inspection focus, it was not possible to gather enough evidence to judge teaching in all subjects. The national Numeracy and Literacy strategies are taught well and the teachers plan good learning activities in nearly all areas. The highest attaining pupils' writing skills are not developed sufficiently and the presentation of work is inconsistent in quality.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	12	9	0	0	0

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

13. Teachers and other adults use effective strategies to support learning for pupils with SEN. Pupils' individual education plans are clear. They are well managed and used well to help pupils' learning and progress by ensuring that the work given is suitably matched to their individual needs. A range of support strategies is in place, particularly for those pupils who have severe special educational needs and all staff work together well to support each other. The very few pupils from ethnic minorities are included well in activities and if necessary, plans are amended to make activities more relevant. Assessment information is used well to monitor individual pupil's progress and ensure their support is appropriate.

14. In the Foundation Stage, teaching is good overall. In half the lessons seen, teaching was good. The curriculum is planned well, taking into account the six nationally recommended areas of learning. In the good teaching seen, the class teacher capitalised upon the interests of the children well. For example, the teacher introduced a drama activity involving a 'bear hunt'. This included the pupils taking interesting items from a hat, enjoyable physical activities and an outside game to improve their learning and develop their co-operative skills. In Years 1 and 2, the teaching is generally good. Pupils are managed well and teachers set high standards in pupils' behaviour and in work. Interesting and novel ways are used to motivate pupils, engage their interests and improve their learning. Pupils respond well to these, making good and sometimes very good progress as a result. In a Year 2 English lesson for example, the teacher used interesting resources called 'emotion cards' to make pupils think, and the use of a 'jungle café' in a corner of the classroom motivated the pupils to discuss and interact. The consistently good quality of teaching through the school is helping the pupils to achieve well. The deployment of an extra teaching assistant to support the temporary teacher in the Year 1 class is effective, enabling the pupils to achieve well.

15. In otherwise satisfactory lessons, where pupils made slower progress, activities did not always stretch pupils' thinking. There was not always enough challenge for the most capable pupils and opportunities were missed to develop their independent learning. For example, in a Year 1 and 2 combined activity, held in the afternoon, the pupils' design and technology skills were not extended and activities gave comparatively little scope for pupils to innovate. In a Year 2 physical education lesson, the pupils reached the appropriate standards overall, but the most capable pupils were not fully challenged to extend their movements and sequences.

16. Teaching assistants are deployed well, particularly in Years 1 and 2, and they make an effective contribution to pupils' learning. There is very good liaison between the adults working with the pupils, resulting in clear understanding of their roles. They work in an effective and low-key way to enhance the pupils' learning, particularly when supervising small groups. The displays in classrooms are good, and there are a number that actively support pupils' learning, such as providing alternative words for use in story writing and role-play corners.

17. Overall, assessment procedures are good, with teachers keeping careful records so that pupils know the next steps in their learning and how well they are progressing. Information is usefully analysed so that individual performance can be monitored and necessary adjustments made in the teaching to improve rates of learning and overall achievement. The marking of pupils' work is generally helpful to them, particularly in showing them how they can improve and meet their individual targets.

The Curriculum

The school provides a **satisfactory** curriculum with good opportunities for enrichment. The accommodation and resources for learning are **good**.

Main strengths and weaknesses:

- Provision for PSHE is good.
- Planning in some subjects is being revised and provision does not always cater well for all groups.
- All pupils benefit from specialist music teaching.
- Arts week provides pupils with opportunities to produce a variety of good work.
- There is a good range of extra-curricular activities.
- There are a good number of additional teaching areas for groups and specialist teaching.
- The hall is narrow and this limits work in physical education.

Commentary

18. The school provides a broad and balanced curriculum and fully meets the requirements of the National Curriculum and religious education. The school has successfully tackled the shortcomings identified in the previous inspection report relating to the provision for information technology. Computers are now in regular use, and programs support learning in many subjects, including science and music. Planning for the Reception class is in line with national guidance for this age group. Provision for pupils with SEN is satisfactory. The provision for PSHE is good in all year groups. There is a good planned programme of work. It covers aspects such as relationships and road safety. Aspects of PHSE are covered well in science, religious education and in assemblies.

19. Class organisation has changed this year, and there are now no mixed age classes. Planning in science, history and geography is being changed to offer more focused provision for Year 1 and Year 2 pupils. At present art, and design and technology are taught to mixed age groups during a single afternoon. This arrangement has a number of drawbacks in relation to the level of challenge for older and higher attaining pupils, and the variation of teaching during the group activities.

20. There is good provision for class music teaching. A specialist music teacher takes each class for a weekly lesson. Lessons take place in a designated music room with good resources readily available. The teachers are also able to use the small hall so that small groups have more space for composing and rehearsing their work. The curriculum is enriched effectively by an annual arts week. Pupils have good opportunities to produce lively work and to work alongside some specialist artists. The school offers a good range of extra-curricular opportunities. Pupils can take part in clubs for French, football, board games and maypole dancing. The school demonstrates a good commitment to equality of opportunity; all pupils have access to the various activities that take place.

21. The school is clean and very well maintained. Teachers take advantage of spare classrooms for group work and practical activities. There are a good number of experienced learning support staff who contribute effectively to pupils' learning. The recently refurbished library is a good feature; it is well organised and holds a good range of books. There are a good number of computers in the library area and in the classrooms. The school hall is quite narrow and restricts freedom of movement in dance and gymnastics lessons. The car park has now been fenced off and the playground is a good size for the number of pupils. The school is currently in the process of designing its outside learning area for the Reception class. A joint project with pupils from local secondary school, who will design certain features, is at an advanced stage of planning.

Care, guidance and support

The school cares for its pupils very well. They receive good guidance and support in developing their skills. Pupils are consulted and involved well in the school's work and development.

Main strengths and weaknesses:

- There is a very strong focus on the welfare and safety of pupils.
- Induction arrangements for the children in the Reception class are very thorough.
- Pupils are well supported by staff and through the PSHE programme.
- The new school council is working well.

Commentary

22. Pupils' wellbeing is high profile and important to the school. Improvements to the security of the building mean that parents know that there are procedures to safeguard their children throughout the day. The healthy eating policy at the tuck shop, along with the good quality of school lunches helps to ensure that pupils are well nourished and fortified for learning. Pupils are very closely supervised in the playground at break and lunchtime, and they have a good range of play equipment to keep them active and motivated.

23. Very good procedures mean that children joining the Reception class settle quickly into school life and feel at home. Home and pre-school visits help school staff to find out about their new pupils, while a system of school visits and staggered entry make it easy for the children to find out about their new school. Parents are fully involved in the process as they are given plenty of written information, plus the chance to have lunch at school with their children.

24. The school's carefully planned programme of PSHE strengthens the support available to pupils, as the areas covered are well chosen to meet pupils' needs. Pupils get many good opportunities to think and talk about things that are important in their lives, such as growing, belonging, and being safe. Good relationships exist between staff and pupils throughout the school. This means that they feel confident about seeking help if they need it. The very few pupils from ethnic minorities are well cared for and included in all activities. Those pupils who were asked about general difficulties and how to solve them said that the solution to their problems was to 'tell a grown-up'.

25. The school council is a good new initiative that is already proving successful. Pupils have seized on it as an opportunity to discuss things that excite them, such as school trips and clubs, and they are eager to seek the views of their classmates and report them back to staff.

Partnership with parents, other schools and the community

Partnership with parents and other schools is satisfactory. Links with the community are good. The school's partnership with other schools and colleges is satisfactory.

Main strengths and weaknesses:

- The school works well at consulting and involving parents in its daily life.
- Some written information for parents contains too much jargon.
- Links with the community provide pupils with a wide range of new experiences.

Commentary

26. The headteacher and her staff are welcoming to parents and readily accessible to them at the beginning and end of each day. Relationships are now more positive than they were and teachers are happy to talk about any concerns parents have about their children. Parents' views about issues that affect them are regularly sought and valued by the school. Their contribution has helped shape arrangements for settling the youngest children into school for example, and arrangements for the tuck shop.

27. The school provides parents with a good amount of written information about its daily life and about their children's work and progress. The interim reports, for example, are a good way of keeping parents regularly up to date with how their children are doing. The headteacher's regular newsletters are friendly and helpful in tone. However, some information contains too much jargon, which does not make it easy for parents to support their children's learning. Reports, curriculum letters and reading records also have a high level of jargon within them.

28. Visits and visitors from the local community play an important part in pupils' personal development. Trips to local parks, farms and zoos, for example, and performances in school of pantomimes and dance troupes allow pupils to enjoy wider experiences. Links with other schools are developed satisfactorily, and the staff sometimes collaborate with other schools on training days for example. The school also has a link with a secondary school art department that may help with designing improvements to some outside areas. The school welcomes students from various colleges for work placements and the headteacher is on the exam board of the local teacher training college.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides good leadership and good management of the school. The governance of the school is satisfactory.

Main strengths and weaknesses:

- The leadership shown by the headteacher and senior teacher is good.
- The management of daily routines are good.
- Monitoring of teaching has been carried out well to identify areas for development.
- Maximum use is made of accommodation.
- The school makes good use of self-evaluation.
- Some written communication home to parents is not always clear.
- The governors' financial overview is good.

Commentary

29. The headteacher and governors are committed to high standards and to improving the school. The headteacher was not in post at the time of the last inspection, but quickly assessed the issues to address. Following her appointment, there has been clear vision for improvement in key areas. These include improvements to the library provision, computer facilities, the accommodation, and in monitoring the quality of teaching.

30. The increased focus on the quality of teaching is beginning to have an effect on the school's results. These were low in 2002, but improved last year, particularly in writing, which was in line with national averages. The headteacher and staff are not complacent however, and they make good use of self-evaluation of school performance and in tracking pupils' progress. This is leading to modifications in planning to extend pupils' skills in mathematics for example. As a small school, each member of staff has several different subjects to manage, which overall, they do satisfactorily. Some subjects have greater attention, such as English mathematics and science. These are

managed well. The headteacher, who co-ordinates the mathematics, has monitored results and pupils' work. She has already identified weaknesses in the way the pupils apply their knowledge for example. In English, the co-ordinator has carried out some class-based research into the subject and has a good grasp of the current strengths and weaknesses. Other subjects are co-ordinated satisfactorily, although the attention that can be given to them is proportionately less. The school improvement planning however, gives a good, systematic overview of subject developments and the relative importance of priorities.

31. The headteacher manages the school with determination and vigour. The daily routines are well established and the school has an inclusive and caring ethos which contributes to the pupils' learning. Conscious efforts are made to involve contributions and views from all staff. The headteacher is very clear about the quality of teaching needed to help improve standards. Her monitoring of teaching has been both systematic and accurate in determining where improvements are needed. The school has a satisfactory number of ways of promoting staff development, such as performance management procedures and training. Teaching staff, as part of their personal development, have undertaken some class based research. Nearly all of the non-teaching staff have a staff appraisal system in place. All teachers, teaching assistants, office staff and caretaker support the school's aims and values and provide good role models for pupils. All make a valuable contribution, and the teaching assistants are effective in supporting pupils within lessons and in small groups.

32. The governing body has had some upheaval in the past, with several resignations and changes of leadership. It provides satisfactory guidance and direction to the school's work. The governors are very supportive to the headteacher and those newer governors are already providing clearer advice and challenge to the school. The arrangements to induct the new governors have been effective. The chair of governors provides a good link between the headteacher and other governors and regularly visits the school both formally and informally. Governors have sufficient knowledge of areas of the school's work through their committees such as finance, school development planning, and the school publications committee which now report more regularly. The governors recently took the decision to appoint a clerk to provide better administrative support to them.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	349,590.00
Total expenditure	334,454.00
Expenditure per pupil	3,757.00

Balances (£)	
Balance from previous year	9,184.00
Balance carried forward to the next	24,320.00

33. The financial arrangements are organised and administered well. The priorities for development are budgeted for, and both the bursar and headteacher monitor expenditure closely. The routines and procedures to deal with the financial running of the school are clear. In the coming year, the governors may have to set a deficit budget, despite their surplus from last year, but this has been agreed with the local educational authority and there are clear plans for this to be reduced in the following year. The school implements 'best value' principles effectively, particularly in terms of getting competitive quotes for work and supplies. The school's best value statement is clear and makes good links to the development priorities. The chair of finance has a good grasp of the financial position of the school, regularly monitoring its budgetary position and providing guidance and challenge to the headteacher. The governors fulfil their statutory responsibilities and have a range of policies such as race discrimination and accessibility plans.

34. The falling numbers of pupils coming to the school has caused anxiety. This, along with a small minority of parents who have been aggressive towards members of staff in the past, restricted the pace of improvement. The increased involvement of parents and the clear direction taken by the school are beginning to help improve the situation, although some written communication home to them is not always in 'parent friendly' language. The efforts to manage this area of the school's work are showing signs of succeeding. As a smaller than average school, the costs per pupil are relatively high, but taking into account the achievement of pupils, the quality of teaching and the income available per pupil, the school provides good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Reception class is **good**.

35. When children enter Reception, their overall level of attainment is below average compared with that found nationally, particularly in some aspects of language development and in their personal and social development. Overall achievement is currently good by the end of the Foundation Stage. Children with SEN also achieve well. By the time they enter Year 1 most, but not all, children are likely to achieve the standards expected nationally in all aspects of learning except in communication, language, and literacy.

36. Arrangements for pupils starting school are very good. The school is sensitive to the needs of young children and arrangements reflect this. Staff work hard to establish a good relationship with parents and to involve them in their children's learning.

37. Leadership of the Foundation Stage is satisfactory. The school has made satisfactory improvement since the last inspection. The quality of teaching is good, and has very good features. Planning is now in line with national guidance for children of this age, and the outdoor learning area is being developed. This was a shortcoming identified in the last inspection report. A project to improve this area, with help from pupils in local secondary school, is now well advanced.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is good.

Main strengths and weaknesses:

- Teaching in this aspect is good and sometimes very good.
- Children respond well to the calm consistent approach and they behave well.
- Activities are varied well so that children do not become restless.
- Children are confident and increasingly independent.

Commentary

38. Most children are on course to meet the expected standard by the time they reach Year 1. The good teaching in this aspect underpins all the work in the Reception class. The teacher and learning support assistant have high expectations and children respond well to these. As a result, behaviour is good and children try hard in all tasks. Staff are calm, and consistently emphasise and praise good behaviour. The teacher has a good understanding of the needs of her class, and varies activities skilfully so that the children do not have to sit still for long periods. She uses the outside area very well for brief games that involve the children in active learning. These games help children learn to take turns and to co-operate as part of a large group. Children have satisfactory opportunities to make choices and to work independently. Most do so confidently, and many sustain concentration well. At the end of sessions, almost all children clear up quickly and efficiently, sharing the responsibility for keeping their classroom tidy. The children's spiritual and cultural development is fostered well through religious education, by taking part in assemblies and celebrations, and through the general ethos of the class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is satisfactory.

Main strengths and weaknesses:

- Early reading skills are taught well and children are making good progress.
- Many children have limited vocabularies and staff try hard to widen these.
- Sometimes staff miss opportunities to develop children's speaking skills.
- Many children are likely to fall short of the expected standard in writing.

Commentary

39. Progress over this area of learning is satisfactory overall and is strongest in reading. Children are making a good start in acquiring early reading skills because of good teaching. Many recognise letter sounds and shapes and begin to link these to make words. The most capable children are already reading simple books confidently, and average attaining children recognise several of the most commonly used words. Lower attaining children enjoy reading very simple books with much support.

40. Many children enter school with quite a limited vocabulary range. Staff try to extend their knowledge by ensuring that they use words accurately, for example '*chimney*' instead of '*funnel*' on a house. There are, however, some occasions where staff do not extend children's speaking skills sufficiently. They miss chances to involve themselves with children as they play, or ask questions that require more than one word answers, for example an explanation.

41. Children have suitable opportunities for writing independently during play, and also during activities that are more formal. Although children learn to trace their names, many other letters are formed incorrectly. In general, writing is less well developed than reading.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses:

- Children learn to count accurately and they begin to use numbers in various activities.
- Sometimes activities could be more challenging for higher attaining children.

Commentary

42. Teaching in this aspect is satisfactory overall. Children learn to count to ten and beyond and to recognise numbers. They begin to understand the concepts of addition and subtraction, and are encouraged to use mathematical vocabulary such as '*altogether*'. Lower attaining children are supported well by the learning support assistant. Some children begin to use mathematics in other activities. For, example when children were making model houses, some could name the shapes they were using. One boy showed good understanding when he explained how he could use six shapes to put three windows on each side of his house. Children have satisfactory opportunities to use computer programs to support their mathematical development. There is scope, however, for more careful monitoring of the levels children are working at, since potentially higher attaining children are not always challenged sufficiently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is good.

Main strengths and weaknesses:

- Teaching is good.
- Children develop good skills in constructing models.
- There are good opportunities to use information technology, including computers.

Commentary

43. Although it was only possible to observe a few aspects of this area of learning, the teacher's planning shows a good range of activities. Teaching in the aspects seen was good, and children make good progress. Most children are very confident in constructing models. The teacher motivated children very effectively by reading a story about a village and by taking them to observe buildings around the school. The children settled very purposefully to work in pairs. Most confidently use a variety of techniques for joining materials, and seek help only after trying things for themselves. The staff are very successful in encouraging independence. Children have a variety of planned opportunities to use information technology. They work confidently on the computers and many are developing good skills with the mouse.

PHYSICAL DEVELOPMENT

Provision for physical development is good.

Main strengths and weaknesses:

- Children have good opportunities for outdoor activities.
- Teaching is good and children make good progress.

Commentary

44. The teacher takes advantage of the good access to the outside learning area by taking the children out for short periods even in the coldest weather. These brief bursts of energetic activity help children focus well on classroom activities. Children have suitable opportunities for outdoor play with wheeled toys and benefit considerably from using the well-planned adventure playground. Most balance, climb and jump confidently. Teaching in formal physical education lessons is also good, resulting in good progress. The children learn to control balls, and many bounce and catch large balls confidently. Many activities in the classroom promote children's manipulative skills and they use tools such as scissors and glue sticks with increasing control and competence. Some children, however, have weaker pencil control and this affects their ability to form recognisable letters.

CREATIVE DEVELOPMENT

Provision for creative development is good.

Main strengths and weaknesses:

- Children make good progress in music because teaching is good.
- Songs and rhymes form part of the daily activities and children respond well.

Commentary

45. Apart from one music lesson, little direct teaching in this aspect was observed. Examples of children's work and the teacher's planning show that children are offered a good variety of experiences, including imaginative play. The class teacher frequently uses songs and rhymes as part of the daily routine and children respond well. They enjoy their weekly music lesson with the specialist music teacher and listen attentively to short passages of music and to taped sounds. Lessons are well planned, with a good variety of activities that keep the children interested and involved. The children learn to use a variety of instruments and many recognise the difference between high and low sounds.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory** overall. This is a similar picture to the last inspection.

Main strengths and weaknesses:

- The higher attaining pupils' writing skills are not sufficiently developed.
- Pupils speak clearly in class and informal situations.
- The presentation of work varies too much.
- Word building and reading skills are taught well and promoted effectively.
- The library is very good, and pupils use it well.

Commentary

46. In the last national tests, the pupils' results were in line with the national picture in writing. In reading, the school was below the national average, and the average for similar schools. The percentage reaching the higher Level 3 was low in writing, and just below average in reading. The inspection findings confirm that standards in aspects of writing need improvement, but that reading standards are satisfactory. The differences in achievement between boys and girls found in the reading results were not evident in their recent work or within lesson activities. Overall, given the below average attainment of pupils on entry to the school, they achieve well.

47. The pupils speak with confidence, clarity and expression. They contribute to class discussions willingly and speak to visitors and each other with enthusiasm. They listen very well and they respond to questions in a mature way. The teachers create useful opportunities for pupils to develop their speaking skills. For example, in introductory activities, the teachers often ask pupils to discuss their points of view in pairs before answering to the class. This helps improve their learning. When reading a book with enlarged text together, the pupils speak clearly, when answering questions and some are confident to point out any misunderstandings.

48. Pupils listen well both to each other and their teacher when the activities are interesting. In a combined subject lesson covering art, science and design and technology, the pupils listened very well to the instructions given to each group. In an interesting assembly on Saint David's day, the pupils listened very carefully, and contributed confidently when asked. The pupils learn and achieve well, and the way that teachers plan opportunities to develop pupils' skills during the lessons increases their rate of learning.

49. The pupils' reading skills develop systematically, building on the secure skills gained in the Reception class. They read with good expression and the average and higher attaining pupils read fluently. Pupils learn and achieve well overall. The pupils understand what they are reading and predict the outcomes of the story. They also clearly know the colour coding system when they are

changing their reading books. Pupils are confident in reading instructions on information sheets and from reference books. The highest attaining pupils readily express what type of books they like, although few readily recalled the names of popular authors. This may be due partly to the pupils following a well-structured reading scheme. Pupils knew how to use the library and could recall times when they used it for research. They appreciated its unusual design that 'made it fun'. The teachers use a number of effective ways of teaching reading, words and letter sounds. These are included well within other activities, such as when the class reads a 'big book' together on the carpet as an introduction to the lesson. For example, in a Year 1 activity, the pupils understood how to blend different letter sounds and enjoyed pressing 'phoneme' buttons, which highlighted the sounds being learnt. Past work indicates they learn about word endings and words that rhyme, such as 'choke' and 'smoke'. Class work and activities are supported satisfactorily with simple homework, and reading diaries that accurately record and comment on progress. Extra 'booster' classes are helping to improve learning for the lower attaining pupils. Pupils of all abilities learn and achieve well in the majority of classes, although this is more noticeable in the classes where teaching is consistently good. Writing skills are generally satisfactory. The pupils appear to enjoy writing and generally their skills develop appropriately as they move through the school, although the demand placed upon the most capable pupils is too little. Within lessons, the pupils write with some accuracy, and this happens in different subjects such as design and technology and in science when writing up experiments. In small group activities seen, the pupils record simple phrases and sentences using full stops and capital letters appropriately. Their learning is often good and they achieve well. The higher attaining pupils, however do not tend to write significantly more than other pupils. The pupils' past work indicates that writing is used for different purposes. Writing about firework night and letters to Greenpeace showed some evidence of extended writing, but it was limited. The presentation of day-to-day work varies in quality and the quality of handwriting varies. It was better in some examples in books compiled by the teacher. These included simple definitions to illustrate a class dictionary and instructions about how to trap fierce creatures.

50. Two lessons were observed along with some activities in a 'booster' group. In the Year 2 lesson, the teaching was very good as the teaching promoted high levels of interest from the pupils and the group work was very well organised. The pupils with SEN have appropriate activities planned for them, achieve satisfactorily and are well supported by teaching assistants. In the classroom, displays are used well. For example, there are alternative words displayed for pupils to help them, such as 'whimpered' instead of 'said'. The teaching in the other lesson seen in Year 2 was satisfactory and had strengths. These included the relationships formed with the pupils and the teachers' subject knowledge when teaching letter sounds and blends. The subject is managed well. The co-ordinator, who also has other subject responsibilities, is a good role model for teaching. He has identified the further areas for development in the subject. Several have been the focus for improvement, such as reviewing the class reading arrangements and improving resources such as books with enlarged text for group and whole class work.

Language and literacy across the curriculum

51. The pupils have appropriate opportunities to develop their English skills across the curriculum, including writing. The teachers promote pupils' speaking skills well during other activities. For example, in mathematics lessons, the pupils are often asked to explain their thinking to the whole class and, in other activities, they pair up with a partner to discuss ideas. The pupils' writing skills are used appropriately through the curriculum. Different examples are illustrated in pupils' science, design and technology books and in religious education, where they retell stories. Some pupils have also written accounts of important events in history such as the Great fire of London. The pupils' reading skills develop satisfactorily by reading instructions on computer programs, guidance sheets, reference books and the variety of good, labelled displays found in classrooms.

MATHEMATICS

Provision in mathematics is **satisfactory**. This is a similar picture to the last inspection.

Main strengths and weaknesses:

- Pupils have good skills in mental arithmetic.
- The pupils' knowledge of how to use and apply their skills is not well developed.
- Pupils have positive attitudes and show interest in the subject.
- Basic number work is taught well.

Commentary

52. Standards reached by pupils by the end of Year 2 are in line with national expectations for their age. Standards improved in last year's tests from their low point in 2002, but were still below the national average. When compared to similar schools, the school's results were also just below average. The percentage of pupils reaching the higher levels was also below average compared to the national picture. The pupils' day-to-day work indicates a more positive picture, but the pupils' abilities to use and apply their knowledge are not sufficiently developed. Given their attainment on entry to the school, which is below average, the pupils' achieve well in their basic number work, but make slower progress in knowing how to apply their skills.

53. Pupils have confident number skills and they apply them to solve simple mathematical problems. In a Year 2 lesson for example, they quickly worked out answers involving the 5 times table. In another activity in Year 1, the pupils accurately counted backwards in different amounts from 100, using a number square to help them. The pupils then went on to use money to develop their knowledge of tens and units with 10p and 1p coins. The group activities also build upon earlier activities well. In Year 2, the pupils worked out simple money problems such as using combinations of money. This built upon a theme of buying different pets for different amounts of money. This gave pupils some idea of applying their number skills, but this aspect is not generally well developed or evident from past work.

54. The teachers pay appropriate attention to ensuring that pupils make correct use of mathematical vocabulary and check their understanding by asking them to explain what they have learnt to the rest of the class. As a result, pupils learn well, they are keen and attentive, and their behaviour is good in the lessons. Pupils respond readily to teachers' questions and co-operate with others when working on group tasks. Teaching and learning are good overall, particularly in the basic numeracy aspects of the subject. Pupils with SEN are well supported, particularly during group activities, where teaching assistants provide skilful help. Where teaching is good, planning identifies clear learning intentions and teachers explain these clearly to the pupils, relating them well to previous learning. Lessons begin briskly with oral mental number work, which the pupils enjoy. The teachers encourage pupils' mathematical thinking with helpful prompts and relevant questions. Pupils' work is marked carefully and teachers' comments advise pupils how they might improve.

55. Resources are used well and group activities make good use of simple apparatus to help improve learning. In their books, most pupils record their work clearly, but it is not always laid out logically or neatly. Teaching assistants provide pupils with good support during whole class lessons, and during group and individual learning activities. They also provide invaluable support to teachers. The co-ordinator is the headteacher. She has developed a good overview of the strengths and weaknesses of the subject and strategies for its future development across the school. In classrooms, there are good examples of mathematical displays that enhance the quality of pupils' learning.

Mathematics across the curriculum

56. Pupils use their knowledge of basic number work and calculation skills appropriately in other subjects, for example, in ICT and geography. Although not sufficiently developed overall, pupils have used their skills to produce graphs showing weather information and in measuring work related to science. Information and communication technology (ICT) is used to support pupils' learning in mathematics, such as when pupils use computer programs to organise data.

SCIENCE

Provision for science is **good**. This is a similar picture to the last inspection.

Main strengths and weaknesses:

- Teaching in Year 2 is consistently good and children achieve well as a result.
- Standards are good by the end of Year 2.
- Some activities in Year 1 are insufficiently challenging.
- Leadership of the subject is good.

Commentary

57. In the 2003 teacher assessments at the end of Year 2, pupils achieved standards above the national average. Inspection evidence indicates that this standard has been maintained. By the end of Year 2, pupils have a good understanding of processes and a good factual knowledge. This is the result of good focused teaching in Year 2. Pupils with SEN are supported effectively.

58. The teaching in Year 2 is very well organised and the teacher is careful to ensure that pupils know what is expected of them. Activities are interesting and motivating, and pupils are often absorbed in their tasks. In the lesson observed, pupils benefited from working with a relatively large number of adults. The teacher's questioning extended understanding very effectively and higher attaining pupils were challenged well. The pupils showed a good level of knowledge relating to the various features of living things and their habitats. A computer program provided additional interest and challenge for one group. The Year 2 teacher marks pupils' books with a great attention to detail. The pupils' work shows a very good understanding and good use of correct subject vocabulary. They use words such as '*condensation*' and '*evaporation*' accurately and write clear accounts of experiments.

59. In Year 1, teaching is satisfactory overall. In the lesson observed the teacher used the school grounds well to develop pupils' observational skills. The later activity did not build well on this learning. Pupils' books show that teaching earlier in the school year lacked the challenge and attention to detail seen in Year 2. Some worksheets, notably on the water cycle, were very difficult for the age of pupils.

60. Planning for science has been designed to cater for the mixed age classes, which were in place before the numbers of pupils dropped. The school is currently reviewing this system with a view to developing planning which is more sharply focused on the needs of each year group. The headteacher is the science co-ordinator. Leadership of the subject is good, and is strongly focused on raising standards. The school has used external advice very effectively during the past year, to review standards and to improve aspects of teaching. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **satisfactory**. This is an improvement since the last inspection.

Main strengths and weaknesses:

- Pupils have a good understanding of the different features found on computers.
- Pupils know how to gain and navigate simple web pages.
- Pupils use computers to present results, text and pictures.
- The computer suite is a good quality resource that is used well.

Commentary

61. The pupils reach standards that are in line with those expected. Only one lesson was seen that involved the direct teaching of ICT skills. The computer suite provides a good resource for teaching. This ensures that over time, pupils of all abilities, including those with SEN learn and achieve well.

62. The pupils have a good understanding of how to use computers, particularly in entering and presenting information. They are well aware of how to use the basic and more advanced functions of programs. For example, they know how to fill a shape with colour to draw a snowman or lorry. They know the functions such as the 'enter' key and they use appropriate programs to construct a story. There is also some evidence of pupils using software to control the movement of an object on the screen. The pupils' past work indicates they have satisfactory levels of designing, drawing, and information handling skills such as using programmes to produce graphs in geography work. In a science lesson, the pupils drew quite detailed camouflage designs related to their work on animals.

63. The planning ensures that pupils of all abilities, including those with SEN, use computers to support activities in their English, mathematics, and other subjects. The pupils often supplement their knowledge and understanding by using computers at home, which helps to increase the learning for some. Past work and discussion with pupils indicate that they have satisfactory skills and knowledge of what computer programs can do. The pupils enjoy their work and are often enthusiastic to use computers, and explain their features. For example, the pupils understand the features of the Internet and know how to access information from web sites.

64. The subject is managed satisfactorily. The monitoring of teaching is not high profile, but given the comparative size of the school, only two other classes are involved. This means that potential difficulties are easy to spot. The resources of the school are good overall, and the computer suite is used effectively to help raise standards. Additional adult voluntary help is also making a valuable contribution to enhancing the pupils' learning.

Information and communication technology across the curriculum

65. The pupils use computers appropriately within other subjects such as geography, art, and science. In science, they designed simple camouflage patterns and in art, they have produced different designs such as lorries and houses. In English work, they have used programs that generate phrases to help them develop different stories. In Year 2 geography, they have produced graphs and 'pie' charts of weather information. Other examples indicate that pupils use the word processing features of the computer to generate short and longer sentences and amend them, but no extended use of these features was seen.

HUMANITIES

66. No **history** or **geography** activities were directly observed. Both subjects are covered at other times of the year so were not inspected in detail during the inspection. Additional past evidence and discussion with pupils indicates they achieve satisfactorily in both subjects and reach the expected standards for their age. In **geography**, the pupils' past work indicates that they study the local environment including the features of their own school. Pupils in Year 1 have studied their routes to school and also learned about more distant places. They are beginning to understand where different locations are in Great Britain. Pupils have investigated the weather and they know how to record weather changes using symbols. Older pupils in Year 2 have sketched the important features of the school environment and added symbols to plans.

67. In **history**, pupils wrote about events and people from the past, such as the Victorian era to the present day. They studied how 'going to the seaside' has changed over the years. They are developing a sense of chronology through comparing the different things they might take with them now compared to the past. Pupils in Year 1 have studied important events such as the great fire of London and studied artefacts from the past, such as a copper dolly. In both subjects, the pupils with SEN achieve satisfactorily, and are included well in all activities.

Religious Education

Provision for religious education is **good**. This is similar to the last inspection.

Main strengths and weaknesses:

- Pupils enjoy religious education and achieve well.
- Teaching is good and lessons are interesting.
- The subject makes a strong contribution to pupils' spiritual, cultural, moral and social development.

Commentary

68. When the Year 2 teacher told his class that the next lesson was religious education quite a number of pupils said, 'Yesssss!' Pupils enjoy the subject because the teaching is good, and lessons are interesting and relevant. The class listened attentively to a Zambian story about memories. Pupils talked thoughtfully about their important memories, and one told the class about remembering his Granddad forever. This short session set the scene very effectively for a longer lesson later in the week and was managed sensitively by the teacher.

69. Pupils gain a sound factual knowledge about Christian and Jewish beliefs. Year 1 pupils enjoyed a video excerpt which told part of the story of Moses, and which illustrated the origin of the feast of the Passover. The teacher used the video effectively, stopping it at various points to check understanding, to explain and to summarise. The pupils were able to empathise with the Jews in Egypt and gained a good understanding of the plagues. During the second part of the lesson, pupils enjoyed a 'Passover' feast, sharing traditional foods. This practical experience led to good learning. Pupils of all backgrounds and abilities, including those with SEN, achieve satisfactorily and are included in all activities.

70. Lesson planning shows that pupils are able to make personal responses to the subject in a variety of ways. Year 2 pupils have some opportunities to write at length, and have completed some good written work. Their written work is carefully marked and valued by the teacher. Subject leadership is good. The headteacher is the co-ordinator and she has succeeded in her aim of raising the profile of the subject. Assemblies add to the quality of the provision and the subject makes a strong contribution to pupils' spiritual, cultural, moral and social education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. It was only possible to see a limited range of work in **art and design, design and technology, music** and **physical education**, so these subjects were sampled and not inspected in depth.

72. In **design and technology**, samples of work and photographs indicate that the full range of the curriculum is covered, including food technology and work with wood and fabrics. Years 1 and 2 take part each week in an afternoon of art, design and technology activities. The activities are linked with other curriculum subjects such as science. Pupils work in groups that are made up of pupils from both Years 1 and 2, and most groups are led by an adult. This system has some advantages, allowing pupils to mix socially. Year 1 pupils gain in terms of working with Year 2 pupils, whose skills and techniques are more advanced. There are, however, some shortcomings. The organisation of the activities is quite time-consuming. The quality of teaching varies considerably from group to group and in some groups there is no real discussion about the work. Some design and technology activities are undemanding. Higher attaining pupils are not always stretched, and at the end of the session the summary of learning is superficial.

73. Standards of **art and design** are in line with national expectations by the end of Year 2. Pupils use a variety of techniques and materials, and many draw well. They are introduced to the work of some famous artists, but few recall anything about their work. Teachers use correct subject vocabulary while they work with groups, but pupils do not readily use these terms themselves. In the session observed, pupils worked with concentration as they made careful pencil drawings of fruit and natural objects. The teacher offered good guidance to individuals and encouraged detailed observation. Work with chalks in another group was less successful, since the teaching was not as skilful. Portfolios of work show that pupils benefit from taking part in an annual Arts Week when they produce a range of good work. This includes collage work, chalk and charcoal drawings. In both subjects, the pupils with special educational needs are included in all activities and they make satisfactory gains in their learning and achievement.

74. One **music** lesson was observed which was taught well. A specialist music teacher takes every class for one lesson each week. Class teachers work alongside the specialist and do some follow-up work before the next lesson. Year 2 pupils achieved well. They worked well to compose and rehearse sections of music for a whole class performance. The pupils use instruments confidently and they made good progress in following their 'conductors'. Each group worked with an adult, but some groups were too large and not all pupils were able to contribute to the discussions. The teacher used ICT very effectively within the class composition, and this group was guided skilfully by a learning support assistant. Standards are broadly in line with national expectations by the end of Year 2. Pupils have a good understanding of developing compositions, but many boys lack confidence in their singing. There is a separate music room with good resources that are well organised and readily accessible. Teachers are also able to use a small hall for additional space when pupils are composing and practising their work.

75. One outdoor and one indoor lesson was seen in **physical education**. By the end of Year 2, the pupils reach the level expected in their skills and abilities. In an outside lesson in Year 1, the pupils warmed up appropriately. They moved into spaces quickly and easily, and enjoyed the activities. The teaching was planned clearly and the pupils' skills in throwing and catching developed well during the lesson. The pupils learnt quickly as the increasing demands made upon them led to improvement during the lesson. A minor weakness was that the pupils did not have the opportunity to use their skills in a straightforward game. The pupils with special educational needs are supported well, and the teaching assistants are particularly good with those pupils who have severe special needs. In an indoor gymnastics session, the pupils moved with confidence and used apparatus to experiment. Although the pupils worked hard and the majority achieved well, the teaching did not fully challenge the most capable pupils to exploit different heights of movement for example. The pupils enjoyed the lesson, although the comparatively limited space in the hall restricted the possible amount of movement that pupils made.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for PSHE and citizenship is good.

Main strengths and weaknesses:

- The pupils enjoy being on the school council.
- The planning for activities is good.
- Good use is made of community visitors to highlight citizenship issues.

Commentary

76. The topics covered are well suited to the pupils' ages and interests, and work is closely matched to pupils' particular needs. One class, for example, has recently covered playground behaviour and road safety, which are very important parts of the pupils' lives. The school has recognised that developing pupils' social skills is a priority. It does this both through PSHE lessons, where the emphasis is often on class effort in producing a big book about their work, and in the methods teachers employ in other lessons across the curriculum. In mathematics, for example, pupils often play number games in pairs or groups, and this helps them learn how to work together amicably as they learn their numbers. The pupils also learn a lot about healthy eating and the benefits of exercise. A range of visitors such as the police and fire brigade come into school to raise their awareness of the dangers of talking to strangers and being safe at home.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
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	3
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
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	4
The effectiveness of management	3

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