

# INSPECTION REPORT

## **JOHN T RICE INFANT AND NURSERY SCHOOL**

Forest Town, Mansfield

LEA area: Nottinghamshire

Unique reference number: 122452

Head teacher: Miss M A Tunney

Lead inspector: Mrs B Crane

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> July 2004

Inspection number: 256570

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	3 – 7
Gender of pupils:	Mixed
Number on roll:	134
School address:	Braemar Road Forest Town Mansfield Nottingham
Postcode:	NG19 0LL
Telephone number:	01623 465588
Fax number:	01623 465460
Appropriate authority:	Governing body
Name of chair of governors:	Mrs I Vint
Date of previous inspection:	May 2002

## CHARACTERISTICS OF THE SCHOOL

This is a smaller than average infant school with a Nursery. It caters for children from three to seven years and there are currently 111 children in Reception to Year 2 and a further 47 children who attend part-time in the Nursery.

All but a very small number of children come from white British families and a very few children in the Foundation Stage are learning English as an additional language.

About a fifth of the children have special educational needs, which is about average; these children mainly have moderate learning difficulties but some have more severe problems. There are no Statements of Special Educational Need, as the local authority makes alternative provision. Around a third of the children are entitled to free school meals, which is above average. The school serves an ex-mining community where the socio-economic background of many families is below average. The children's attainment on entry to the Nursery is well below average, particularly in communication, language and literacy.

The school was found to have serious weaknesses at its last full inspection in May 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English Art and design Areas of learning in the Foundation Stage History Geography Religious education English as an additional language
14404	Alan Rolfe	Lay inspector	
27541	John Collins	Team inspector	Mathematics Science Information and communication technology Design and technology music Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** that has improved greatly since its last inspection because of its good leadership and management. All pupils achieve well and standards are average by the time they leave. The school includes all pupils very well in a supportive community that promotes their good personal development. Good quality teaching and an interesting curriculum are major factors in pupils' good progress. The clear vision of the head teacher sets the tone for the school and underpins its success in driving up standards. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- The distinctive character of the school results in pupils' good personal development, trusting relationships with adults and very effective links with parents.
- Good leadership and management mean that the staff work effectively to raise standards.
- Good teaching in all parts of the school ensures that pupils achieve well.
- Pupils have challenging targets to aim for that are drawn from the accurate use of assessments.
- Some pupils' handwriting should be better and pupils do not always develop their skills in speaking as well as they should.
- While attendance has improved over the last year, it is still not good enough.

There has been very good improvement since the last inspection in 2002, when the school had serious weaknesses. The school has resolved its problems and pupils' achievement, standards, teaching and leadership and management are better. More able pupils are now well catered for because the staff know what they are aiming for. Teaching and learning are checked frequently and the staff know what to do to improve. The governance of the school has improved.

### STANDARDS ACHIEVED

**Pupils' achievement is good throughout the school.** From being well below average in 2002 in reading and writing, and in the bottom five per cent of schools in mathematics, standards improved to be below average in 2003 and have risen further over this year. By the time they start in Year 1 most children do not reach the goals expected for their age but they have made good progress from a well below average starting point. Standards now are average in Year 2 in reading, writing, mathematics and science and pupils' achievement is good. More able pupils achieve well. The progress of pupils who are learning English as an additional language is good because teaching meets their needs well. Pupils with special educational needs do well because of effective support. Some pupils struggle with forming letters correctly and problems are not always picked up and dealt with effectively. Average and lower ability pupils should be doing even better in speaking. Pupils do well to reach average standards in information and communication technology (ICT) and religious education.

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

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

**Pupils' personal development, including their spiritual, moral and social development, is good.** Pupils have good attitudes to learning. They behave well because of the clear and consistent guidance from adults. Pupils enjoy school and each other's company. Pupils of different abilities and

ages and from different backgrounds get on very well. Cultural development is satisfactory. Pupils' awareness of their own culture is good but opportunities are not fully taken to extend pupils' understanding of different cultures. Attendance is better this year than last, but is still below average, although the school is making a concerted effort to improve it.

## **QUALITY OF EDUCATION**

**The school provides a good quality education. Teaching and learning are good** and the needs of different groups of pupils are well met. Classrooms are busy and exciting places in which pupils' efforts are recognised and rewarded and so they want to do well and take part. Teaching assistants form an important part of the team and they give good support to pupils who need extra help. There are good checks on how well pupils are doing in reading, writing and mathematics and targets are set for pupils to aim for; however, these are not always set as precisely for handwriting. Some opportunities are missed for pupils to further develop their speaking. The pupils want to learn because of the good curriculum. They are given plenty of practical activities so that their motivation is raised through doing and all pupils are fully involved. There are interesting things to do outside normal lessons, involving visitors to school or trips to places of interest. The school's spacious accommodation and good resources are used well to enhance learning through bright displays and inviting areas. Pupils are taken care of well and they know that adults are at hand if they have problems or concerns. The school has a strong partnership with parents and helps them to get involved with their children's learning at home and in school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good** and have resulted in much effective work to overcome weaknesses through the objective review of provision, teaching and learning, and good planning to resolve difficulties. The staff work very well as a team to bring about improvement. The head teacher provides good leadership, both in the drive to raise standards and ensuring that there is a warm sense of community in which pupils feel included. Key staff provide good support. Weaknesses in teaching and learning are identified and dealt with effectively. Targets are set for improvement and these are met through determined effort by all staff. Although the school has good policies for guiding the development of handwriting and speaking throughout the school, these have not been checked in practice as thoroughly as they should have been. Good management means extra funds and resources are used to support the pupils who most need them. The governance of the school is good and all statutory requirements are met. The staff and governors work well together, with common aims that put the pupils at the centre of their efforts.

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

Parents hold the school in high regard and they appreciate the guidance that they are given to help their children settle into school, as well as for supporting learning at home and school. Parents feel welcome in school and many are pleased to have the opportunity to come in at the start and end of the school day to read with their children. Pupils have positive views about school and enjoy being there. They respect their teachers and other staff and appreciate what the school does for them.

## **IMPROVEMENTS NEEDED**

The most important things that the school needs to do now are:

- Improve pupils' progress in handwriting and speaking.
- Improve provision for raising pupils' awareness of different cultures.
- Continue to improve pupils' attendance.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

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

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

- Children make a good start in the Nursery and Reception classes.
- More able pupils do well because of challenging work.
- Pupils with special educational needs and those who are learning English as an additional language achieve well because of good support.
- Some pupils should be doing even better in speaking and handwriting.

#### **Commentary**

1. There has been a very good improvement in standards since the last inspection. Pupils' achievement is now good throughout the school. Standards in the national tests improved greatly last year, reflected in better results in reading, writing and mathematics, although these were below the national average. Standards have risen further over this year, from below average to average, although there is no national comparative data yet available against which to confirm these results. This improvement is because the school's initiatives to improve teaching to better meet the needs of pupils of all abilities have been successful. An example of this is in the school's work to improve pupils' calculation skills in mathematics.
2. By the time they start in Year 1 most children will not reach the goals expected for their age in communication, language, literacy or in the mathematical and knowledge and understanding of the world areas of learning, but they have made good progress from a well below average starting point. Children's achievement is very good in personal, social and emotional development and the physical areas of learning, and most meet the goals for their age in these areas by the time the end of the Reception year. Children's achievement is good in creative development and the goals are met by most by the time they start in Year 1. Children do well in the Nursery and Reception classes because the staff recognise and cater for different abilities well. Those children who need extra help receive good support, whether for their special educational needs or in learning English as an additional language.
3. Standards seen now are average in reading, writing, mathematics and science in Year 2 and pupils' achievement is good. More able pupils achieve well because teaching takes good account of their needs and builds in a good level of challenge in their work. Pupils with special educational needs do well because of effective support that closely reflects the targets set in pupils' individual education plans.
4. Achievement in reading is good. Pupils read competently, with a sound understanding of what they read, so that they can talk about stories and predict what might happen or explain why characters behave in certain ways. Overall achievement in writing is good. By the end of Year 2, average ability pupils write in a range of styles and practise using these for relevant purposes in lessons other than their literacy sessions. About a half of the pupils, however, start in Year 1 unable to form all letters correctly and their problems are not always picked up and dealt with effectively. This means that about a fifth of the average and lower ability pupils continue to struggle in Year 2 and cannot benefit from being taught to join their writing. Although achievement in listening is good, the average and lower ability pupils should be doing even better in speaking and many do not give extended responses in class discussions. This is because teaching misses some opportunities to prompt pupils to express themselves more

fully. Pupils do well in mathematics, particularly in number, where their skills in calculation have been successfully enhanced through the school's good focus over the past year.

- Pupils do well to reach average standards in ICT and they use the skills learned well to support their learning in other subjects. Achievement is good in religious education and art and design and standards are average in both subjects.

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

Standards in:	School results	National results
Reading	14.9 (12.9 )	15.7 (15.8)
Writing	14.0 (11.7)	14.6 (14.4)
Mathematics	15.5 (12.6)	16.3 (16.5)

*There were 41 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils' attitudes and behaviour are **good**. Their personal development, including their spiritual, moral and social development, is **good**. Cultural development is satisfactory. Punctuality is **satisfactory** and attendance is **below average**.

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

- Relationships are very good.
- Pupils' good attitudes and behaviour make a positive contribution to their learning, right from the start in the Nursery.
- Pupils' personal development is good but their awareness of different cultures is less well developed.
- Attendance is below the national average.

#### **Commentary**

- Pupils' good attitudes to work mean that they are eager to learn and the very good relationships in the school mean that they do so in a warm and supportive environment. Children in the Foundation Stage make very good progress in their personal and social development. They quickly adopt the well-established routines and become independent in their day-to-day activities, such as finding the equipment they need to complete a task. They quickly follow instructions and settle down to work. Teachers and other staff throughout the school are very good examples for pupils. They encourage pupils to make friends with one another and to share and play well together.
- Pupils say that they enjoy coming to school and talk in detail about experiences that have left a lasting impression on them, such as visits to places of interest or taking part in performances. Pupils are interested in what they are doing and take an active part in all aspects of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. Most pupils are confident, willing and able to talk about their work and to explain their ideas to inspectors.
- Behaviour is good and so the atmosphere in classrooms is pleasant, relaxed and friendly. This has a significant and positive effect on pupils' learning and rate of progress. Pupils have a good understanding of the school rules and they say that they like the school's merit system and readily accept the principle of sanctions as an appropriate response to the few instances of unacceptable behaviour. Outside of lessons, before and after school, at breaks and lunchtime pupils play happily and get on very well together. They treat the school's accommodation and

equipment with care and respect. Parents and pupils are confident that the school's procedures to deal with bullying are effective and this is confirmed by inspection evidence. There were no exclusions in the last academic year.

9. The provision for spiritual, moral and social development is good. Provision for cultural development is satisfactory. Regular assemblies include time for prayer and thoughtful reflection. Through the school's personal, social and health educational programme, as well as in circle time, pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. Spiritual links are also found in subjects such as religious education, science, and history. Pupils have a clear understanding of right and wrong. They recognise that the school rules are there for the benefit of all, appreciate that they are responsible for their own actions and have a good grasp of the impact of their actions on others. Relationships between staff and pupils and between the pupils themselves are very good. Staff provide a good example by openly valuing pupils' opinions and ideas. Pupils are taught to share, help one another and show consideration for others and, as a result, they work well together in pairs and small groups. Although pupils' cultural development is satisfactory, their understanding of the culture in which they live is better than their understanding of the range of cultures represented in our wider society. Whilst in religious education pupils learn about different religious beliefs and practices, there is little in other subjects or displays around the school to prepare pupils for life in a multicultural society.
  
10. While attendance has improved this year, it is still below the national average and therefore unsatisfactory. The school has worked hard to improve attendance and unauthorised absence is now below national averages. The school has good systems to monitor attendance; however, it does not always involve parents early enough when there are concerns about pupils' attendance.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	7.8	School data	0.9
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.*

### *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	131	0	0
Mixed – White and Black Caribbean	2	0	0
Chinese	1	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 school provides a good quality education. The pupils want to learn because of interesting lessons. Teaching and learning are good and meet the needs of different groups of pupils well.

Pupils are taken care of well and the school has very good links with parents and helps them to understand how they can support children at home and in school.

## Teaching and learning

Teaching, learning and assessment are **good**.

### Main strengths and weaknesses

- Adults give warm encouragement that builds pupils' confidence and enjoyment in learning.
- Targets are drawn from close assessments of progress and are shared with pupils.
- High expectations of behaviour mean that there is a good climate for learning.
- Teaching sometimes does not develop pupils' speaking sufficiently.
- Problems in handwriting are not always picked up and dealt with effectively.

### Commentary

11. Teaching and learning are good and both have improved very well since the last inspection. There are now very good features in teaching in all parts of the school and no unsatisfactory teaching. The school's leadership and management have rigorously put in place systems to improve teaching through providing feedback to teachers following checks on learning in lessons, as well as overhauling the way that subjects are taught and investigating pupils' preferred learning styles. Similar strengths in teaching and learning are evident in all parts of the school. Throughout the school, pupils feel valued because of the warm encouragement given by the staff, who also work hard to make lessons interesting and practical. Pupils enjoy lessons because they are actively involved and the work links well with what they have learned in other lessons. All staff have high expectations of behaviour that are consistently reinforced and result in pupils' good response. This means that classrooms are calm and pleasant places, where teachers can concentrate on teaching and pupils learn without distraction. In both the Foundation Stage and in Years 1 and 2, however, teaching sometimes misses opportunities to extend pupils' skills in speaking by drawing out fuller responses from pupils by asking extra questions.
12. Teaching in the Foundation Stage is good. Children in the Nursery and Reception classes are known well by adults and their particular needs are quickly identified and properly supported so that children learn at a good rate. The classrooms are full of things for children to explore and use imaginatively. Adults are always on hand to extend their ideas. Children who are learning English as an additional language are equally well supported. Adults check their understanding well and give them what they need to grow in confidence.
13. Teaching in Years 1 and 2 is good. The school's initiatives to improve reading, writing and pupils' calculation skills are very well reflected in teaching and have been supported through well-focused training for the staff. The teaching of literacy and numeracy is good and so pupils do well. The national strategies are used effectively and adapted to suit the school's needs. The basic skills in reading and number are well taught and work is adapted well for pupils of different abilities. Teaching makes good use of assessments to set precise targets in reading, writing and mathematics. In writing, teaching ensures that pupils' skills in spelling, punctuation and varying style to suit different purposes develop well. The work is challenging for more able pupils. About half of the average and lower ability pupils, however, do not learn handwriting skills as effectively, because problems with letter formation are not dealt with adequately through teaching.
14. Pupils with special educational needs have good individual programmes of work that mean that they make good progress towards the targets that are set for them. The teaching assistants are effective because they know what to do to support pupils' specific needs.

### Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	10	4	0	0	0

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

### The curriculum

The school provides a **good** curriculum for its pupils and there is **good** enrichment through activities outside normal lessons. The school's accommodation and resources are **good**.

### Main strengths and weaknesses

- Children get a good start to their school life and resources are particularly good in the Foundation Stage.
- A good range of activities outside normal lessons brings the curriculum to life.
- The curriculum provides well for different groups of pupils.
- There are good links between subjects.

### Commentary

15. There has been good improvement since the last inspection. All of the required subjects are taught, with literacy and numeracy given good emphasis, as well as promoting pupils' personal development. Pupils learn about the necessity for a healthy lifestyle in science lessons and from working with visiting health representatives. There is clear planning to support pupils' learning in all subjects throughout the school; this has been well supported by the school's leadership and management.
16. Children in the Nursery quickly appreciate that learning is fun because of the interesting and varied activities that are planned for them. They settle quickly to work because it engages them and they know what to do because of clear explanations. Children in the Reception class are equally interested in learning because of good quality activities that combine a specific focus for learning, as well as enjoyment. When children have the opportunity to choose tasks, they are eager to get started. Resources for children in the Nursery and Reception classes are good. There are particularly good resources for imaginative play that greatly enhance children's learning, both indoors and outdoors.
17. The school effectively enhances the pupils' learning by extending their experience outside ordinary lessons. Year 2 pupils, for example, have visited an art exhibition at the local secondary school and Carsington Water in connection with their topic on water. Year 1 and 2 pupils have been out into the local area to conduct a traffic survey and, as a result, concluded that more car parks were needed to make local roads safer. Theatre groups visit, most recently to enact a story about life in Africa.
18. Links between subjects are helping to make learning more relevant for pupils. In a Year 2 lesson, for example, pupils used what they had learned about shape in mathematics to support their learning in dance. Work in history about the Gunpowder Plot is linked to art and design work, as well as ICT. Pupils use well their skills in ICT, reading, writing and mathematics to support their learning in other subjects because teaching exploits opportunities for them to do so.
19. The school makes sure that it caters well for identified groups of pupils, whether for those who have special educational needs, the more able or for those who are learning English as an

additional language. Pupils' needs are identified and appropriate support is given so that different groups make equally good progress.

20. The school has good, spacious accommodation and good resources that are well used to benefit pupils' learning. The environment is bright and welcoming and is considerably enhanced by imaginative displays of pupils' work.

### **Care, guidance and support**

The school takes **good** care of its pupils. It provides **good** support, advice and guidance for pupils and involves them **satisfactorily** in its work and development.

### **Main strengths and weaknesses**

- Children are warmly welcomed into the school community when they start in the Nursery.
- The staff know pupils well and give them good support and guidance.
- Although there are some opportunities for pupils to have a voice in the school's development, this is at an early stage.

### **Commentary**

21. There has been good improvement since the last inspection. Pupils are provided with a good level of personal support and guidance that is underpinned by teachers' good knowledge of them and the very good relationships between them. Pupils say that they are confident to approach teachers should they have any problems and that they would be provided with appropriate guidance and support. Staff maintain good records of pupils' academic and personal development; all pupils have discussions about targets for improvement and how they can achieve these targets. The school provides good care and support for pupils with special educational needs, which have a positive impact on their learning.
22. The school successfully provides a safe working environment for staff and pupils, including suitable procedures to protect pupils when using the Internet. Procedures for risk assessments including those relating to educational visits are in place and safety inspections are carried out on a regular basis. Overall, arrangements for child protection are satisfactory, being based on the local guidelines; however, the school has not fully adapted these to represent a policy that is specific to the school.
23. The school has good procedures for the induction of children into the school. Parents are provided with a comprehensive pre-school induction package and advice on how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet their teachers prior to admission. These procedures enable children to settle quickly into the school environment. The school's arrangements for seeking pupils' views are satisfactory overall. However, there are no formal structures for seeking pupils' views on a regular basis and those in place are generally restricted to discussions in lessons, and occasionally, informal discussions with groups of pupils. Therefore, pupils' views have limited impact on the school's decision-making processes.

### **Partnership with parents, other schools and the community**

The school has **very good** links with parents and **good** links with other schools and the community.

### **Main strengths and weaknesses**

- The quality of information given to parents and their involvement in children's learning are very good.
- Parents hold positive views of the school and they appreciate what is provided for their children.
- The good links the school has forged with other schools have a positive effect on pupils' learning and aid their smooth transition from one stage of education to another.

- The school has developed good links with the community that enhance the curriculum.



## Commentary

24. The quality of information given to parents is very good. The school brochure and the governors' annual report provide a wide range of information about the school and its activities. Regular newsletters, information about the topics their children are studying and letters about specific events ensure that parents are kept up to date about current school activities. Parents are invited to two parents' meetings each year, at which time they can discuss with teachers their children's progress towards their targets and agree new targets. Attendance at these meetings is very good. Pupils' annual reports are of good quality; they give clear guidance on pupils' attainment and progress, and identify targets for improvement, and parents have the option of discussing these reports with teachers. The school's procedures for seeking parents' views of the school are good and include questionnaires about the school and its activities.
25. Parents' views of the school are very good. Virtually all parents are pleased with the progress their children make in their learning, the quality of teaching, the good standard of behaviour and the expectation that their children will work hard. Parents also indicated that their children enjoyed coming to school, that the school is helping children to become more responsible and mature and they are kept well informed about their children's progress. Evidence from the inspection confirms these positive views of the school. Parents' involvement in their children's learning is good. A significant number of parents come into school to share books with their children and a smaller group assist in classrooms and accompany pupils on educational visits. The school provides good support for parents to help them in assisting their children learning at home. Support includes literacy and numeracy workshops and the 'PEEP' course (Peers Early Education Programme) that runs over nine weeks in association with 'Sure Start', the main focus of which is the development of children's speaking and listening skills. Parents say that these activities enable them to make a significant contribution to their children's learning. A significant number of parents attend the assemblies that celebrate pupils' achievements. There is an active Friends' Association that organises social and fund-raising events and raises significant amounts of money for additional learning resources such as play equipment and library books, which have had a positive impact on pupils' learning.
26. The school's links with the community are good and make a significant contribution to pupils' learning. There is a range of visitors to the school who enhance pupils' learning across the curriculum. The school makes good use of the local community; visits to the local park, library and discovery centre support pupils' learning in English and design and technology. Local field trips support pupils' learning in history and geography and links with the local parish church support pupils' spiritual and cultural development.
27. The school's links with other schools are good. Strong links have been established with the local junior school to which the majority of pupils transfer. The school has developed good transitional arrangements including effective liaison between staff and the transfer of information relating to both academic and personal skills of pupils. Pupils visit the junior school to meet their new teachers and familiarise themselves with their new surroundings, which helps ensure that pupils make a smooth transition to the next phase of their education. There are good links with a local college; staff from the college have worked with infant pupils in dance and games lessons and pupils have used the sports facilities at the college, all of which has a positive impact on pupils' learning.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership by the head teacher is **good**. The school is managed **well**. Governance is **good**.

### Main strengths and weaknesses

- The head teacher and senior staff provide strong and purposeful leadership.
- The school looks closely at what it needs to do to improve and works diligently towards targets.
- All staff work together as an effective team.
- There have been insufficient checks made on how well a few policies are working in practice.

### Commentary

28. There have been very good improvements in leadership and management since the previous inspection that have resulted in better standards and teaching and learning. The head teacher has a clear sense of purpose and direction, which underpins her good leadership. An able deputy head supports her and, together with the rest of the staff, they form an effective team that is committed to raising standards and they know what to do to achieve this. The head teacher has also created a very strong family ethos in the school, in which all pupils are cared for and valued. All of the adults in the school relate well to each other and share their expertise and ideas willingly. The latest unconfirmed test results show that the trend of rising standards has been maintained, due to well thought out procedures that are effectively managed. These include performance management of staff, professional development and the effective monitoring of teaching and learning across the whole school. Key staff now have clear roles and responsibilities, which is an improvement since the last inspection. They check what is happening in classrooms and give feedback to colleagues on what is working well and where improvements are needed. Generally, the school checks well that decisions that have been taken to guide teaching are being put into practice, but this has not been as rigorously followed up in ensuring that the school's good policies for speaking and handwriting are being followed consistently enough.
29. The development of the role of the governing body has been a focus for the school and has paid dividends in well-informed governance and a clear appreciation of the school's strengths and weaknesses. The governors are very supportive of the school and are fully involved in its day-to-day life. The governing body has a well-organised committee structure that keeps a close eye on current progress towards the school's targets. All statutory requirements are fully met. The governors contribute much to the school development plan, which sets appropriate targets and priorities. The effectiveness of spending decisions is monitored well.
30. The school is well managed. The provision for pupils with special educational needs follows the recommendations of the Code of Practice and there are good links with outside agencies. The governors are well aware of the implications of the latest movement to reduce the workload of teaching staff and are considering implications for the school. The day-to-day administration of the office is good and takes many of the routine management tasks away from the head teacher and staff, allowing them to concentrate on teaching and learning. Financial planning is good with prudent management of the school budget so that funds are spent wisely to benefit the pupils.

### Financial information

#### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	474524	Balance from previous year	96

Total expenditure	474289
Expenditure per pupil	2857

Balance carried forward to the next	331
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

31. There has been very good improvement since the last inspection. Teaching and learning are now good and so children make a good start to their education. The provision in the Nursery and Reception classes is well managed so that children benefit from good continuity as they move through the Foundation Stage. Good resources are used imaginatively to create exciting activities, so that the children want to join in and enjoy learning. Children achieve well, from a much lower than average starting point, though they will not meet the goals set for their age in all areas of learning, and standards overall are below average by the time they transfer to Year 1.

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

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

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

- Children work together well and form very good relationships because adults set a very good example for them to follow.
- Staff have consistently high expectations of behaviour and praise children's efforts so that they are keen to learn.

#### **Commentary**

32. Children achieve very well and most will meet the goals set for their age by the time they start in Year 1. This is because teaching and learning are very good; adults are very sensitive to individual needs and warm relationships help children to feel secure. Adults provide a good example of co-operation and courtesy that children copy. Children are greeted politely at the start of the day, for example, and made to feel that their arrival gives pleasure to the staff. Adults know exactly how to build children's confidence so that they are keen to take part in activities. The routines of each classroom are carefully considered and explained to children, so that they know what to do and are able to develop a good level of independence. Adults are quick to praise children's efforts and so children want to please them by trying hard to do their best. Children know what is expected of them and behave well because of consistent guidance by the staff that reflects high expectations. Children often help each other spontaneously, as when a group of children in the Nursery helped those who had difficulty in fastening buttons of coats as they left the classroom for outdoor play.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- The sounds of letters are very well taught and learned thoroughly.
- There are plenty of opportunities for children to 'write' in play activities.
- Children listen carefully to each other and adults because of clear expectations by the staff.
- Teaching does not always ensure that children are prompted to make extended replies and so enhance their speaking skills.

#### **Commentary**

33. Children achieve well, even though most will not reach all of the goals that are expected for their age by the end of the Reception year. Teaching and learning are good. Most children start in the Nursery with limited language and literacy skills and they make particularly good progress in learning to listen to what others say and in early reading skills. In the Nursery, for example, children listened avidly as the teacher used a big book, rhymes and actions to help children learn the sounds of letters and they quickly learned new sounds as well as anticipating what each page of the story might be about from looking at the pictures. In Reception, the children recited the rule that they had learned about 'when two vowels go walking, the first does the talking' and used it to work out the sound made by the vowels in 'foal' in a storybook. Children with special educational needs and those who are learning English as an additional language are well supported so that they achieve well. There are good opportunities for children to 'write' in play situations, as when Nursery children make tickets and labels for going on imaginary 'play' journeys. Reception children chose from an interesting range of materials, including picture postcards, to 'write' home as they played at being on a camping holiday in one session. Teaching ensures that children practise forming letters in the air, in sand and on paper or whiteboards, but even so, about half of the children do not form most letters correctly by the time they start in Year 1. Staff do not always promote children's speaking as well as they do in the other areas of language and literacy. Adults are good at giving well-chosen examples of extended sentences but do not always extend children's replies through further prompts or questions.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- There is a good range of work that is well matched to children's different abilities.
- Children's mathematical language is usually, but not always, well promoted.
- Children enjoy learning because of the lively practical activities.

### **Commentary**

34. Most children will not meet all of the goals expected for their age by the time they start Year 1, but they achieve well because of good teaching. Children enjoy the practical activities, which are often linked to other areas of work. Reception children, for example, made mini-beasts with varying numbers of legs, having looked at different insects in their science work. While children recognise the numbers from one to ten, most rely on touching objects to count on or add numbers together. Most of the more able children, however, competently add three groups of numbers under ten together. They are given challenging opportunities to extend their skills through additional questioning, as in a Reception class session when the teacher asked a group of more able children if they could think of the question that she was about to ask about a particular pattern of calculation. Children with special educational needs receive good support and make good progress, as do children who are learning English as an additional language. Children's mathematical language develops well, overall, but there are times when teaching misses opportunities to reinforce vocabulary; for example, the words that have been introduced at the start of sessions are not always kept on display so that children can refer to them.

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

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

### **Main strengths and weaknesses**

- There are very good opportunities for children to learn from first-hand experiences.
- Computers are well used to support children's learning.
- Some opportunities are missed to ask children why they think things happen.



## Commentary

35. Teaching and learning are good, even though most children will not meet the goals expected for their age by the end of the Reception year. Children achieve well because of the wide range of first-hand experiences that is planned to engage their interest and stimulate curiosity. In the Nursery, for example, children have observed chicks hatching from eggs and Reception children have watched frogs developing. Children talk excitedly about what they see and remember the timescales involved. Children plant flowers and vegetables and observe how these grow. Children often choose to use computers and the programs are well chosen to reflect the work in the classroom. In the Nursery, for example, children worked on a mathematical game that involved counting up to five and recognising the symbols for the numbers. Children in the Reception year use the mouse confidently when, for example, they use a drawing program to create pictures of insects or to illustrate nursery rhymes. There are times when adults probe children's thinking about why things are happening very successfully. In a Reception lesson, for example, the teacher asked why a wind was created when the class pulled a parachute down in a physical education lesson and children replied that "it was pushing the air down". Sometimes, however, adults' questions prompt children to describe what they see rather than to think of an explanation of why they think something is happening.

## PHYSICAL DEVELOPMENT

Provision physical development is **very good**.

### Main strengths and weaknesses

- Children develop control of finer movements very well because of a very good range of activities in the classroom.
- The very well resourced outdoor areas and the hall are well used to promote children's control over larger movements.

## Commentary

36. Teaching and learning are very good. Children achieve very well and most will reach the goals identified for their age by the time they start in Year 1. Adults plan a very interesting range of activities to develop children's finer movements, in using tools and equipment. In the Nursery, for example, children try out chopsticks as they explore different types of food and children in Reception create detailed Rangoli patterns using chalk in the outdoor play area. Children's control over their bodies is very well promoted, both through outdoor play and in lessons in the hall. Reception children, for example, learned how to move like bees collecting nectar and moved at different levels and speeds, changing direction quickly without bumping into each other. There is very good planning for stimulating outdoor play and the Nursery and Reception children show good control and co-ordination as they climb, ride, and build with large blocks. Good resources mean that children want to be physically active and adults are on hand to provide more ideas and encouragement in imaginative play. In the Nursery, for example, wheeled vehicles become taxis, taking holidaymakers to their destinations.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Adults provide very good opportunities for children to develop their imagination in role-play.
- Children occasionally lack breadth of choice over materials.

## Commentary

37. Children achieve well and most will meet the goals set for them by the end of the Reception year. Teaching and learning are good. A real strength is the thought given to the indoor and outdoor areas in which children take on different roles and act out scenes together. Good quality resources, set out in an inviting and stimulating way, mean that children are full of ideas about what to do. In the outdoor areas, for example, children respond readily to the camping and holiday theme, planning journeys, cooking meals, consulting maps and packing belongings. Indoors, children act as customers or salespeople in the 'pet shop'. Children paint and make models, as well as working with clay and play dough. While they have some choice over the materials that they use to create pictures and collages, this is sometimes limited. In Reception, for example, children had made imaginative collages of spiders in webs, but all of the spiders were the same colour.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

The provision for English is **good**.

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

- Target setting is very effective.
- More able pupils are challenged well through teaching.
- Pupils' skills in reading and writing are used well in other subjects.
- Average and lower ability pupils are not making the best possible progress in handwriting and speaking.
- Good leadership and management have ensured very good improvement in standards.

#### **Commentary**

38. There has been very good improvement since the last inspection in standards and in teaching. Pupils' achievement is good. Standards are average in reading and writing in Year 2. Listening is average but speaking is slightly below average. Teaching and learning are good. Nevertheless, there are times when some pupils' progress is slower in speaking and handwriting than it should be.
39. Teaching uses very well the information from assessments in order to pinpoint what pupils need to work on next in reading and writing. Year 2 pupils know what their targets are, as do their parents. Targets are frequently reviewed and readily to hand in classrooms, so that pupils can remember what they need to focus on. Reading targets, for example, are presented in child-friendly language on laminated bookmarks that pupils use every time they read.
40. Pupils with special educational needs are well supported and make good progress. Work is carefully adapted for them and teaching assistants know what to do to help them reach their targets.
41. The basic skills in reading are taught thoroughly. Pupils read competently and know that they have several options if they are stuck on a particular word, including, as a Year 1 pupil helpfully suggested to a classmate, "read to the end of the sentence and you might find out what it is." More able pupils have books that are interesting and at the right level to move them on. They read with good expression and understanding and enjoy books. Work in writing is also adapted well for more able pupils. In a Year 1 and 2 lesson, for example, more able pupils knew that they had to include adjectives, commas and paragraphs in their writing.
42. There is some very effective stimulus for pupils' writing and so they are keen to put down their ideas. In Year 2, for example, the theme of 'Neptune's Treasure Chest' was exploited in a good lesson in which pupils talked about their ideas for a letter to Neptune, based on what they already knew about the story and how they thought Neptune might resolve the problem of losing



his magic rock. Nearly all pupils set their ideas down quickly, using word banks created in a previous lesson. Pupils knew how to set the letter out properly, because they had previously written to the local vicar, in connection with work in religious education. Some good opportunities were taken in this lesson to enhance pupils' speaking through questions such as "How do you think Neptune felt when he found his magic rock?" This led to pupils sifting through what they knew and expressing their ideas clearly and confidently. There are times, however, when teaching does not provide average and lower attaining pupils with enough time to talk about their ideas, or use questions to extend these pupils' replies. This was evident in a lesson with Year 1 and 2 pupils, where pupils had too little time to rehearse the vocabulary and grammar of what they wanted to say. More able pupils make good progress in handwriting, but about a fifth of Year 2 pupils do not form all of their letters correctly. This is because the problems that some of the average and lower attaining pupils have with letter formation are not picked up quickly and dealt with in Year 1.

43. The leadership and management of the subject are good. The co-ordinator has worked hard to bring about improvement through looking at areas that needed to improve, such as building in extra challenge for the more able pupils in reading and writing and improving writing skills across the curriculum. These initiatives, combined with precise target setting, have been major factors in raising standards. However, the checks made on the implementation of the school's good policies for speaking and handwriting have not been sufficiently rigorous.

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

44. Pupils' competency is average, overall. There are good opportunities for pupils to use their skills in reading and writing in other subjects. Year 2 pupils, for example, have written a leaflet on how to keep safe on Bonfire Night, in connection with their work on Guy Fawkes in history. They also wrote, in groups, a newspaper report about the Gunpowder Plot. In science, Year 2 pupils record their investigations in different forms and use bullet points, charts or tables. Pupils talk about using library books, as well as computers, to look up information to help them with particular topics.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Good teaching of methods of calculation results in pupils' good achievement.
- Questioning of pupils is particularly effective in extending their accurate use of mathematical vocabulary.
- Leadership and management of the subject are good.
- Pupils' skills in applying their mathematical skills to solve problems are a relative weakness.

### **Commentary**

45. There has been good improvement since the last inspection. The latest unconfirmed test results confirm the trend of rising standards over the past three years, with an increasing proportion of pupils reaching the higher than expected level. The majority of pupils are reaching average standards and achieving well, particularly in their knowledge and understanding of methods of working out addition and subtraction problems. This is due to better teaching, and effective leadership and management of the co-ordinator.
46. Teaching is good, with some very good teaching seen in all year groups. Good monitoring of pupils' performance identified that pupils were having problems with methods of working out addition and subtraction problems and this has been very successfully addressed. All the lessons seen were characterised by good direct teaching of these skills, with particularly effective questioning of all groups of pupils. Teachers are skilled at setting a question at the

right level for the pupils involved and then giving them appropriate 'thinking time' before they respond. This is very effective in getting pupils to concentrate carefully on what they want to say and enables them to make good contributions to lessons. This is also very effective in raising their self-esteem and confidence and contributes well to their personal development. Teachers make very good use of 'talk to your partner' time, which helps to develop pupils' speaking and listening skills. In a very good Year 1 and 2 lesson, for example, there was effective development of pupils' awareness of how to use their previous knowledge and understanding of partitioning of numbers in solving money problems. Very good teaching in small, well-planned steps enabled all of the different groups of pupils to make good progress. The use of these skills in a wider range of problem solving has rightly been identified as an area that needs further development. Presently, pupils sometimes lack some confidence in knowing the options available to them in tackling problems.

47. Good use is made of support staff to target both higher and lower attaining sets of pupils so that they are all effectively challenged. This encourages and engages all pupils, who respond with enthusiasm and perseverance to the tasks set. Pupils with special educational needs make good progress. All pupils work hard and take pride in their achievements.
48. The subject is well led and managed by the co-ordinator, who provides a good role model for other staff and pupils. She leads the teaching and learning in mathematics very well and has been a major force in the improvements to methods of teaching that enable all groups of pupils to learn effectively. All staff work closely as a team and plan effectively across the different year groups.

### **Mathematics across the curriculum**

49. Good use is made of mathematics to support pupils' learning in other subjects and their competency is average. For example, in a Year 1 lesson, pupils learned how to enter data, record it in the form of a graph and answer questions based on what they had found out in an ICT lesson. Year 2 pupils measure the distance that cars travel in metres and centimetres in an investigation in science.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- There is a good emphasis on investigative work.
- Pupils' skills in literacy, numeracy and ICT are used well in recording the results of their experiments and observations.
- Scientific vocabulary could sometimes be better promoted through teaching.

### **Commentary**

50. There has been good improvement since the last inspection. Standards are average by the time pupils leave the school. There is particularly good development of skills of investigation as pupils move through the school. Pupils' achievement is good.
51. The subject is well planned through a series of topics that exploit links with other subjects, as was seen in the current work on the 'water topic' in Year 2. Pupils use their skills in science, literacy, ICT and mathematics well in taking measurements and recording their findings in a wide variety of ways. In a good lesson in Year 2 pupils developed a good understanding of the need to conserve water, a message that was very effectively reinforced by the miming of 'washing your teeth' by one of the pupils. Very good use was made of 'thinking time', prompted by the teacher's instruction to: "Close your eyes, make up a sensible sentence about saving water...keep it in your head...tell it quietly to your friend...keep it in your head as you go to your

table.” This helped to engage and involve the pupils so that they knew what they wanted to write.

52. Teaching and learning are good. All staff show good knowledge of the subject and use it well in the way they frame questions that encourage pupils to explain and expand their ideas and opinions. Pupils are taught to observe carefully and think about why things might be happening. Although the pupils are excited by the activities planned for them, teachers insist on good behaviour at all times and this helps all groups of pupils to make good progress and achieve well, particularly in developing an inquisitive and enquiring attitude to science. A few opportunities are missed in teaching, however, to fully enhance pupils’ understanding and use of scientific terms, and this has been recognised by the co-ordinator for the subject. There are times when scientific words connected to topics are not displayed clearly or referred to as often as they could be to reinforce pupils’ understanding.
53. Leadership and management are good overall and have contributed to the improvements in the schools’ provision, particularly in strengthening the emphasis on investigative work. The subject is being led temporarily by the head teacher. A new co-ordinator has already been appointed to start next term.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good improvement in teaching has led to a rise in standards.
- The subject is well led and managed.
- Good use is made of ICT skills across the curriculum.

### **Commentary**

54. Since the last inspection, standards have improved, teaching is better and good use is now made of ICT skills to support teaching and learning in many other areas of the school’s curriculum. The majority of pupils leave school with average skills in ICT, with more able pupils showing above average skills. Achievement is good. The subject is now planned far more securely, making good use of national guidance to support teachers’ planning. These are all good improvements since the last inspection.
55. Pupils are well taught by both teachers and support staff. Adults are skilled at making interventions that enable pupils to experiment for themselves without the adults being too over-directive. This means that pupils gain in confidence and work effectively. Pupils share resources fairly and take turns equally, which enables all to have equal opportunities to develop their skills. Teaching is good because it ensures that there is a secure progression of pupils’ skills. For example, Year 1 pupils use an art program to create pictures to illustrate their own version of the story of Red Riding Hood and Year 2 pupils can change the shape, size and colour of the images they use for drawing on the computer. Word-processing skills are developed well and by the time they leave school most pupils are able to use computers in a wide range of situations to support their literacy work. For example, they can use word banks in sentence making, write their own poems, punctuate sentences and instructional writing and write about what they have found out in science, history and geography. Pupils can change the size and style of writing to suit the purpose of their work. In numeracy they have used ICT to support their learning in number work, sorting shapes and making graphs.
56. The subject is led well and managed by the co-ordinator, who provides a good role model for other staff and pupils. There are plans to re-arrange the provision by moving the computers out of the computer suite into classrooms, which will enable pupils to have more direct access during lessons. This is rightly an area of development for the school.

## Information and communication technology across the curriculum

57. Pupils have an average level of competency that is well supported by the good opportunities they have to use ICT in other subjects. Pupils are confident users of computers as was seen in lessons related to their mathematical work on number and shape. In a Year 2 lesson, pupils were able to input a sequence of instructions to move a robot around a map, developing their knowledge and understanding of co-ordinates at the same time. Many displays around the school show good use is made of a digital camera by pupils and staff to record their work.

## HUMANITIES

### Religious education

Provision for religious education is **good**.

#### Main strengths and weaknesses

- Pupils have a good understanding that symbols carry meaning and how experiences make them feel.
- The school arranges for pupils to visit only Christian places of worship.

#### Commentary

58. There has been good improvement since the last inspection. Pupils achieve well and reach the expectations set out in the local guidelines. The subject makes a very good contribution to pupils' spiritual and moral development.

59. Teaching is good because, as well as extending pupils' factual knowledge about different religions, it enhances pupils' ability to reflect on what they experience. Pupils in Years 1 and 2, for example, have recently visited the local church and when they returned, they wrote down how what they had seen had made them feel. Pupils wrote about the peaceful feeling in the church, created by the light from the windows and the smell of flowers. After watching the local vicar conduct a mock baptism in assembly, Year 1 and 2 pupils demonstrated a good understanding of the significant values that people need to be blessed with. This was reflected in their 'wishes for the new baby', where they wrote: "I hope that you feel welcome...that you are loved...that you are a kind and sharing person."

60. Year 2 pupils have a good understanding that symbols carry meaning and also that some acts can be symbolic. This was well demonstrated by a group who explained that water is poured on a baby's head during baptism to show that "it is Jesus flowing through the baby's life". Year 2 pupils know that the Torah has the rules for the Jewish religion and that the Christian rules are found in the Bible. Although pupils benefit from seeing artefacts, like the Torah, from different religions, they do not visit any place of worship other than Christian, and this somewhat limits their ability to widen their experience and understanding of different religions.

61. The subject is well led and managed by an enthusiastic co-ordinator who has provided very detailed guidance to colleagues to support their planning.

### History and Geography

62. Overall judgements are not made on provision, standards or teaching in **history** and **geography** and these subjects were sampled. However, both subjects have suitable planning and pupils' past work and discussions with them indicate that they remember what they have learned and enjoy both subjects. There are some good links between subjects that make learning come to life. In geography, for example, Year 2 pupils have conducted a traffic survey,

using skills in mathematics and linking to work in personal, social and health education and citizenship. Pupils are clear about the reasons why they feel that less traffic is needed in their area. In history, Year 2 pupils explain how life in the home was different in Victorian times and that most toys would be made of wood, not plastic as they are now. Pupils say that they prefer the school's new approach in teaching these subjects in blocks of time, rather than spacing lessons over several weeks.

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

63. No lessons were seen in **music** and **design and technology** and so these subjects were sampled. Scrutiny of work, looking at teachers' planning and talking to pupils show that both subjects are firmly represented in the curriculum. Planning is based on national guidance and is more secure than at the time of the last inspection. Singing in assemblies is lively and pupils are clear about how much they enjoy this aspect of their learning. They know how to play a good range of untuned percussion instruments by striking or beating them in the correct way. In design and technology, pupils' completed work, such as the wheeled vehicles made by Year 2 pupils, shows reasonable skills in cutting, shaping and joining. The school has recently introduced new systems of assessment in both subjects so that it is more able to track pupils' progress.
64. Two lessons were seen in **physical education**, but there was insufficient evidence to make overall judgements on standards or achievement. In both lessons the teaching was satisfactory and pupils were attaining average levels for their ages. Year 2 pupils demonstrated average skills in catching and throwing in one lesson seen. Teachers' planning shows appropriate opportunities are made for all pupils to develop skills in gymnastics, dance and games. Good links are made to other areas of the curriculum, as in a lesson when Year 1 pupils created dance movements based on their literacy story of *The Rainbow Fish*. A positive feature of both lessons was the development of pupils' critical reviews of their own, and others', performances. Leadership and management of the subject are satisfactory and the school makes good use of additional resources, such as the Top Sports equipment, to support teaching and learning.

### **Art and design**

Provision in art and design is **good**.

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

- Direct observation is used well to enhance pupils' learning.
- There are some good links developing to other subjects.
- There has recently been too little emphasis on art and design from different cultures.

### **Commentary**

65. There has been good improvement since the last inspection. Pupils achieve well in this subject and standards are average in Year 2. Teaching and learning are good and so pupils acquire a good range of skills. Pupils are taught to observe closely and think of how to translate what they see into different images. This was evident in a lesson with Year 2 pupils, as they talked about their ideas after watching bubbles being blown. Pupils suggested different ways of making the watery effect of the bubbles' surface, such as, "paint over it with a watery brush afterwards....mix more water in the paint at the start....put water onto the paper first". When pupils started on the painting, their good observational skills were evident when they mixed subtle shades of colours and used fluid lines to show the movement across the surface of the bubbles. Other pupils created three-dimensional bubbles, using tissue paper and glue wrapped around balloons. This was a difficult technique that they persevered with very well to master. Pupils in Year 2 have used viewfinders to look at details from Gaudi's architecture and used these to create their own pictures.

66. The subject is well led and managed. The co-ordinator has ensured that links with other subjects, such as mathematics, ICT and science, are well planned. In science, for example, pupils in Years 1 and 2 have created collages and mobiles based on the life cycle of frogs, using several techniques that they had learned. Until the past 18 months, there was a greater emphasis on looking at art and design from other cultures, but this has lapsed somewhat and the co-ordinator is aware that this is an area that needs to be strengthened in order to better support pupils' cultural development.

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

67. No specific lessons dealing with personal, social and health education and citizenship were seen but it is evident that these aspects are well represented in all aspects of teaching and learning. There are times when pupils have opportunities to consider particular issues as they sit together to talk about their ideas. Pupils learn about how to live healthily in science and fresh fruit is given out daily, and there is easy access to water in lessons. Pupils' personal development is very well promoted through religious education, where pupils think about what is important in their lives, such as family and friendship.

## 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	2
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 (ethos)</b>	<b>3</b>
Attendance	5
Attitudes	3
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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the head teacher	3
The leadership of other key staff	3
The effectiveness of management	3

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