

# **INSPECTION REPORT**

## **KIVETON PARK INFANT SCHOOL**

Kiveton Park, Sheffield

LEA area: Rotherham

Unique reference number: 106884

Headteacher: Mr D Widdows

Lead inspector: Joyce Taylor

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> October 2003

Inspection number: 256646

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
Number on roll:	159
School address:	Station Road Kiveton Park Sheffield
Postcode:	S26 6QP
Telephone number:	01909 770303
Fax number:	01909 515176
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs K Marsh
Date of previous inspection:	March 1998

## CHARACTERISTICS OF THE SCHOOL

The school serves the village of Kiveton Park just east of Sheffield. The pupils are aged between 3 and 7 years. Currently there are 159 children who attend the school including 52 part-time nursery children. The children move from nursery to reception during the autumn term in two groups. At the time of the inspection, the older nursery children had yet to enter reception. New, very young nursery children were due to enter the nursery shortly after the inspection. The local area is one of below average social circumstances. A slightly above average proportion of children (22 per cent) are identified as having special educational needs for learning difficulties. Three children have a statement; this is also slightly above average. Two children with special talents are given particular support. Most of the children enter nursery with below average standards. No children speak English as an additional language. All children are of white British heritage with roughly an equal number of boys and girls. Last year, 2 per cent of children were admitted during the school year and 4 per cent left, this is average mobility. There has been a high turnover of staff recently but the school now appears to be settled. One mixed-age class is of Year 1 and Year 2 children.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4275	Joyce Taylor	Lead inspector	Mathematics Art and design Physical education The Foundation Stage
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27337	Sylvia Oultram	Team inspector	English History Geography Music Special educational needs
4295	David Dodds	Team inspector	Science Religious education Information and communication technology Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Pupils achieve well. They enter with below average standards and leave with standards that are average or above. The children's progress is now good although, over the past two years, significant disruptions to the teaching made progress uneven for some children. Teaching is generally good and some is very good. The school is led and managed well by the headteacher and deputy working as an effective team. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- By Year 2, standards are above average in mathematics, writing, painting, dance, history and design and technology and average in the other subjects. The children achieve well;
- The headteacher organises and manages the school well. The deputy leads curriculum development and teaching well. Sharing these roles works very effectively and has led to improvements;
- Standards in handwriting are below average in Year 2;
- Opportunities to monitor and develop the teaching have been effective overall. However, progress is patchy in Year 1, because some points identified for improvement in one class have not changed fast enough;
- Children make good progress because they are taught well;
- The curriculum is very good. The children are provided with exciting and well planned lessons;
- Special educational needs provision is very good;
- The work in the nursery and reception classes, in English, mathematics and special educational needs is led and managed very well;
- Pupils behave very well and thoroughly enjoy school. Parents are very pleased with the work of the school;
- The children are not given enough opportunity to consider cultures different from their own.

The school has made good improvements since the last inspection. The previous points identified for development have been remedied. Above average standards have been maintained in mathematics and painting, and standards are now above average in writing, history, dance and design and technology. The teaching and learning and the curriculum have improved. The assessment of what the children can do and need to do next is much improved. The state of the building is much better. The children's awareness of cultures different from their own has not improved and is still unsatisfactory.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	C	D	C	C
writing	D	C	B	B
mathematics	E	D	C	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*

The children's achievement is **good**. They enter nursery with below average standards but by the end of reception they are likely to **exceed the expected goals in personal development and reach the goals in all other areas of learning**. Teacher absences over the past two years slowed learning for last year's Year 2. In the national tests in 2003, they reached average standards in writing

and mathematics but below average in reading. The current Year 2 children are reaching **above average standards in mathematics and writing and average standards in reading**. Pupils with special educational needs and those with particular gifts, achieve well. Pupils' personal development, including their spiritual, moral, social and cultural **development is good**, overall, although multicultural development is unsatisfactory. Children have very good attitudes to school and generally behave very well. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good** and teaching is **generally good with some that is very good**. Good, lively teaching in nursery and reception ensures lessons are exciting and children learn well. In Years 1 and 2 the curriculum continues to be very stimulating. Teachers link lessons extremely effectively so children build on areas of their learning across several subjects. Members of the community contribute effectively to lessons and pupils go on interesting visits. Very thorough assessments of what the children can do are used to identify what needs learning next. Detailed targets help the children progress quickly and stretch them. This ensures higher attaining children move forward at a particularly fast pace. Learning in writing and mathematics is less successful for some Year 1 pupils. Some of their current work is too hard because their standards are not assessed carefully enough. This is leading to some uneven progress between the classes with Year 1 children. Each morning parents spend time in classes supporting their children. This is very effective. It helps parents understand how well their children are doing and shows them the school's ways of working. Classroom assistants provide good support. Pupils' care, welfare and safety are **good**.

## **LEADERSHIP AND MANAGEMENT**

Overall, the leadership and management of the school are **good**, although some Year 1 teaching is not effective enough. The headteacher is extremely thorough in organising the day-to-day running of the school and in giving teachers the chance to try out new, good ideas. The deputy's strength is in finding different and more effective ways of working that enable children to achieve well. She supports the teachers very well in making new ideas work. Teaching is monitored and good improvements have resulted. Concerns are identified quickly and appropriate programmes for development are put in place. Sometimes, appropriate decisions, such as which teachers will take responsibility for leading subjects, are made by the headteacher without sufficient consultation. This causes staff concern. Governors provide the school with good support and fulfil their legal requirements.

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

Parents are very happy with the work of the school and feel staff have the children's welfare and learning at heart. Pupils like the school very much and, for the most part, thoroughly enjoy their lessons. One or two children are trying to complete tasks that are too hard and they are sometimes discontented as a result.

## **IMPROVEMENTS NEEDED**

The things the school should do to improve are:

- Ensure teaching and learning are more even in Year 1;
- Improve the children's understanding of cultural differences in Britain;
- Improve the standard of handwriting by the end of Year 2.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards are **average or better** in all subjects for Years 1 and 2. They are **average overall** in nursery and reception. The children achieve well as they move through the school.

#### Main strengths and weaknesses

- By Year 2, standards are above average in writing, mathematics, painting, dance, history and design and technology. Standards are average in the other subjects. Children achieve well in all year groups including higher attaining children and those with learning difficulties;
- The rate of learning is uneven in Year 1;
- The standards of handwriting are below average in Year 2.

#### Commentary

1. All teachers give their pupils challenging work that is designed to stretch them. Particular attention is given to helping children achieve well by linking subjects. For example, reading and writing standards have improved through the range of tasks linked to religious education and design and technology. Mathematics is supported well during science lessons. This works well in almost all cases although occasionally some Year 1 children are expected to reach standards beyond their capability in writing and mathematics. Monitoring of standards identified that these particular children had lower than expected standards by the end of their reception year. Their progress is being speeded but sometimes they are not given enough support. Subjects, such as art and design, physical education and history are linked in ways the children understand. For example, through their topic on the Fire of London. This helps them achieve well. They can use knowledge learned in one subject to help them understand new information in another. Children with special educational needs are given very good support and achieve well. Two children identified as gifted learners receive individual work programmes and achieve well, reaching high standards in reading and writing. In Year 2 handwriting is often untidy and children continue to form letters incorrectly.

#### Foundation Stage

2. The children enter nursery with average social skills but are below average in the other areas of learning and weakest in writing and calculating numbers. Skills are still weaker in writing and calculating although the children achieve well in these areas when they leave nursery. The very good provision results in average standards overall in all areas by the time children move to reception. By the time they leave reception most children have reached the expected goals and some are exceeding them. Standards have reached the expected level in writing and calculating. In 2002 the children in the older reception class reached higher standards than the other. These children, now in a mixed Year 1 and Year 2 class, are reaching above average standards while the others, who are younger and less experienced learners have average standards.

#### Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.3 (15.1)	15.8 (15.7)
writing	15.2 (14.4)	14.4 (14.3)
mathematics	16.9 (15.8)	16.5 (16.2)

*There were 36 pupils in the year group. Figures in brackets are for the previous year*



## Key Stage 1

3. In 2002, although children's standards in reading and writing were broadly average at the end of Year 2, they were close to the above average levels and showed good improvement on the previous year. In mathematics standards were securely above average. In 2003 standards fell back and were close to the results for 2001. This was because one class had a troubled Year 1 experiencing a stream of supply teachers. Their progress slowed and assessments show that some learning had been missed by the time they started in Year 2. They achieved well in Year 2 but some work had not been covered, and the year group as a whole, achieved below average standards in reading and average standards in writing and mathematics. Particularly good teaching enabled more than a third of the pupils to reach above average standards.

## Pupils' attitudes, values and other personal qualities

Attendance has improved steadily and is now **satisfactory**. Pupils' spiritual, moral, social and cultural development is **good overall**, but their understanding of cultural difference in Britain is **unsatisfactory**.

## Main strengths and weaknesses

- Pupils thoroughly enjoy school;
- Behaviour and relationships are very good;
- Children respond very well to being given responsibility;
- Children have insufficient opportunity to understand and appreciate cultural differences.

## Commentary

4. The school has successfully maintained high standards of behaviour. In the nursery and reception classes there is a strong emphasis on personal development, through discussion in circle times and assemblies, for example. Effective use by adults of praise and reward brings good responses from pupils across the school. Children are particularly pleased to be included in the 'special mention book', for example. The school council works well, by providing opportunities for pupils to discuss and put forward their own ideas.
5. The pupils' personal development is good and has improved since the last inspection. The school has developed strong links with the local church to help the children to appreciate the values, customs and beliefs of Christianity. They are taught to relate rules to ways of helping each other. The school provides many opportunities for pupils to meet others, to visit places and to perform for their local community and to think of the needs of others. Their knowledge and understanding of their own culture is good but their awareness of the richness and diversity of multicultural Britain remains underdeveloped.

## Attendance in the latest complete reporting year 2001 - 2002 (%)

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.1
National data	5.4	National data	0.5

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

6. The rate of attendance is around the national average, and represents a significant improvement over the last few years. The school has successfully emphasised the importance of punctuality, by encouraging parents to work alongside their child for the first ten minutes of each morning. This creates a very positive start to the day and is enjoyed very much by the children and their families.

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
158	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

### Teaching and learning

Teaching is **good overall** and the children **learn well**.

### Main strengths and weaknesses

- Teachers have a good knowledge of the subjects they teach and provide lively learning opportunities;
- Very good assessment procedures ensure lessons can be planned effectively to build on earlier learning. Where assessments are less thorough, in the Year 1 class, children are given tasks that are too hard;
- Work is planned to link subjects in a way children understand and appreciate;
- Children are taught to learn independently.

### *Summary of teaching observed during the inspection in 23 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	11	3	1	0	0

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

## Commentary

7. Teachers ensure that lessons are interesting and lively. Good questioning, directed specifically at children of different abilities, helps them explain what they think and moves their ideas forward. This supports learning for children with particular talents or difficulties very effectively. A particularly strong feature is the way teachers link subjects together. Year 2 history work, on the fire of London, supported writing, information and communication technology (ICT), dance and design and technology activities. As a result, children talked knowledgeably about their work weaving information gained from different lessons into their explanations.
8. Classrooms are designed well to stimulate and interest the children. Creative play areas are planned by pupils as part of design and technology. In Year 1, good displays show the process children used to collect and record ideas for an activity playground. Teachers expect the children to work hard and the children rise to the challenge. Across the school resources are used well to help children understand new ideas and stimulate thinking. In nursery and reception, for example, staff provide good, attractive resources and teach the children how to learn effectively through play activities. This enables adults to focus effectively on teaching particular skills to groups of children with similar learning needs while

other pupils work and play independently. Excellent learning opportunities are provided in reception for children to talk about their emotions and listen to the thoughts of others. In all year groups, children show high levels of independence and responsibility by completing some of their tasks without adult support. In all classes support assistants work well to help the children move forward.

9. The children's progress is assessed very thoroughly. In most cases this information guides later learning as teachers plan lessons to build children's knowledge and skills systematically. For some Year 1 pupils this is not so successful. They need to make up lost ground but are being pushed too fast with insufficient attention given to what they really understand and need next. This leads to some unsatisfactory aspects of teaching and learning.

## **The curriculum**

The curriculum is **very good**. Resources are **good**.

### **Main strengths and weaknesses**

- The way the school links subjects in blocks of work and into topics is very good;
- In nursery and reception provision is very good;
- Special educational needs provision is very good;
- Children's investigational and recording skills in science are under developed.

## **Commentary**

10. The curriculum is organised very well. Subjects are taught in 'blocks' so there are several opportunities each week for pupils to build on pieces of work in a particular subject. Subjects are linked together very well. For example, children studying the fire of London, in history, used ICT to compare contemporary pictures of London before and after the fire to identify the changes that had occurred. Children are learning actively through visits and visitors to the school. A local family brought their 'bomber' (stock) car to help children construct accurate models in design and technology. In science, the children are not given enough opportunities to set investigations up for themselves or record their own findings. The curriculum provides, by comparison to other aspects of independent learning, fewer opportunities for these skills to be improved. In nursery and reception, classrooms are organised and resourced to interest and stimulate the children. This leads to inventive play where earlier learning is consolidated. In their 'Three Bears Cottage', for example, reception children wearing furry tunics and ears checked porridge bowls and beds for evidence of Goldilocks. One showed his mathematical understanding of quantity when he remarked 'There's no porridge left. I'm off shopping'. The school runs no activities outside lesson times. This is typical of many infant schools.
11. Children with special educational needs are identified early and receive the help that makes them confident and successful learners. The curriculum for very high attaining children is extended to ensure sufficient challenge. Meticulous records of progress are kept to show how fast children are learning and parents are fully involved at all stages.
12. The accommodation is much improved. The staff have worked hard to make the building attractive and welcoming both inside and out. It is very clean and tidy and maintained well by the caretaker.

## Care, guidance and support

Pupils' care, welfare and safety are **good**.

### Main strengths and weaknesses

- There have been many improvements to the building and to ensuring children are safe and secure;
- Personal development is monitored well.

### Commentary

13. The school buildings have been improved significantly since the last inspection. The school is a much more attractive and safe place in which to learn. There are good systems for the governors to undertake regular health and safety inspections. The welfare and care of pupils receives a high priority in this school, and pupils themselves appreciate the quality of support they receive. They have more chances to take responsibility than many pupils of their age. There is a good system for involving pupils in class discussions of aspects such as rules. Profile folders provide detailed assessments of pupils' academic and personal development. This is particularly good in the nursery and reception classes where information is updated frequently.

## Partnership with parents, other schools and the community

Partnership with parents and carers is **good**. Community links are **good**. Partnership with other schools and colleges is **satisfactory**.

### Main strengths and weaknesses

- There is a close partnership with parents including very good use of the home-school diary;
- There is a good relationship with the local community.

### Commentary

14. The school values personal contact with parents, and involves them well in their children's schoolwork. The home-school diaries are used very well, to record children's reading development and spelling tests, and also as a way of noting worries or concerns. The school uses the community well, for example, the harvest festival will provide food for a homeless project at Sheffield Cathedral. Music and dance groups perform for the pupils providing a wider understanding of these subjects. The local minister is a popular visitor for assemblies and the children enjoy his visits. Links with other schools are satisfactory, ensuring information about the children is passed from one to the other when necessary.

## LEADERSHIP AND MANAGEMENT

The leadership of the school is good and the management is sound with good features.

### Main strengths and weaknesses

- Good leadership is achieved through a strong partnership between the headteacher and the deputy head;
- The work in the nursery and reception classes, in English, mathematics and special educational needs is led and managed very well;
- The governing body knows the school well and helps it to move forward;
- Monitoring identifies concerns but occasionally improvements are not fast enough.

## Commentary

15. The headteacher quickly recognises and supports ideas and developments contributed by a lively and inspired staff. Many significant innovations come from the deputy head, who works extremely effectively with staff ensuring the good ideas are used well. The school has developed a successful climate aimed at raising pupils' independence and sense of responsibility. Good and very good teaching is underpinned by extremely effective assessments that monitor the children's progress. All staff are committed to improving the curriculum and the provision for pupils' development. Very good leadership and management are evident in different levels of the school. The provision in the nursery and reception classes is very imaginative and effective. It is led very well by the co-ordinator who ensures there are wide opportunities for the children to learn effectively through play and practical activities. Special educational needs is led very well and these children are recognised quickly and given very good support. The subject co-ordinators seek to improve standards and they work well together to create exciting and challenging learning opportunities across the curriculum. The staff demonstrate great energy and a willingness to improve.
16. The management of the headteacher is good. The school runs very smoothly and successfully. He manages finances well to support the school's needs and creates good administrative systems. He has a very clear picture of pupils' progress and achievements through the rigorous use of performance data. The head, deputy and subject co-ordinators monitor and support the quality of teaching well, but some weaknesses persist. As a result, one teacher's anxieties and difficulties have not yet been resolved. Occasionally staff are not consulted enough before decisions, that are appropriate and effective, affecting their roles and responsibilities are made.
17. The governors provide effective, thoughtful and challenging support to the headteacher, senior managers and staff. They have a good view of the work of the school and recognise its strengths. They are fully aware of the school's development needs. They are confident and carry out their statutory duties fully. The governors use the budget well to maintain the number of teachers and support assistants and make improvements to the accommodation.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	400658	Balance from previous year	33694
Total expenditure	384357	Balance carried forward to the next	16301
Expenditure per pupil	2889		

18. Staff training is good. It is closely linked to the school's improvement plan and the programme for teacher development. The school provides good value for money.

Recent improvements have provided a large play area and garden for the nursery and reception classes. Reception children met on a cold but sunny day on the soft play area. They were warmly wrapped up and settled into small circles. A puppet called Sally Surprise introduced the idea of feeling astonished. Each child contributed experiences, with expert help from the adults, explaining when they had felt surprise. The young children found this difficult and listened carefully as adults told about their own surprises. This gave confidence and enthusiasm and children talked about unexpected presents they received at birthdays and Christmas. One child was emboldened to move away from the trend to express a very personal idea. When the teacher said 'Was it the presents that surprised you?' The child said 'No, it was the Christmas tree with all the lights and decorations'. This caused a gasp of shared understanding and delight from the other children and the adults. The lesson gave great pleasure to the children and encouraged them to listen and think about the ideas of others. It was led extremely well by the reception teacher. The outside venue added atmosphere to the lesson.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Provision in the Foundation Stage is **very good**.

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

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

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

- Children are taught to make sensible decisions about working and playing together.

##### **Commentary**

19. Children enter nursery at the expected level for their age. When they leave reception they are reaching higher than expected standards and have achieved well. Daily routines are very effective and ensure children become independent and confident learners. In nursery, they make sensible choices about their play activities from the stimulating resources. In reception, children are expected to organise themselves as they play together. They share, listen to each other and take turns. These are good standards for such young children. In reception there is excellent provision for children to talk about their own emotions and listen to the thoughts of others.

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

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

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

- Very thorough assessments mean teachers plan learning accurately;
- Children are taught individually and in small groups to ensure they make good progress.

##### **Commentary**

20. Children reach the expected standards by the time they leave reception. Good talking, reading and writing activities are provided through play. Children also spend time with adults learning to form letters correctly and reception and older nursery children watch adults write before practising their own work. Many opportunities to read for fun support sessions when books are used more formally to teach reading skills. Children are encouraged to talk about their work and their own thoughts. Teachers listen carefully and show they are interested in children's ideas. Tasks are relaxed and fun and children achieve well. Very good assessments mean that work closely matches what children need next. This has particularly supported the progress of a child with very high attainment in reading.

### **MATHEMATICAL DEVELOPMENT**

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

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

- Play activities provide very good opportunities to reinforce mathematical learning.

## Commentary

21. Children reach the expected goals by the time they leave reception. Very good opportunities to sort, arrange and count are provided in nursery. In reception, children group and judge quantities and practise their skills through play. In the 'Three Bears cottage', for example, when setting the table they collect cutlery to match place settings. They decide if there is enough porridge to go round. Calculating skills are taught thoroughly and children can visualise how quantities alter when toys are added or removed from collections. Tasks are exciting and children achieve well.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- The outside area has been designed well and is used most effectively to extend learning.

## Commentary

22. Children reach the expected goals by the time they leave reception. In nursery, many attractive and interesting resources tempt them into investigations. Children quickly learned, for example, that marbles stream down a ramped slope, passing many obstacles, while pebbles soon became snagged and are less fun. In reception, sandwich making enabled children to taste, confirm preferences and use difficult tools. Staff prompt good discussions by introducing new vocabulary and extending understanding. Good outside provision is used very thoughtfully to extend learning about, for example, the weather, local environment and scientific forces of movement and friction.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- All aspects of physical development are given good consideration.

## Commentary

23. Children experience daily opportunities for physical activities outside. They use large and small equipment to construct models, they have access to wheeled toys and climbing equipment and many opportunities to run and jump. They play with a well planned range of small and large objects outside and learn to take care and play safely. They develop manipulative skills well by using a good range of tools, materials and toys. Careful, detailed work is expected in tasks, such as writing or in art and the children quickly learn to concentrate and use their manipulative skills carefully. As a result their work is becoming neat and attractive.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- Children's artwork shows good drawing and use of colour;
- Imaginative play opportunities are used well.

## Commentary

24. Children reach above average standards in painting, in other areas of creative development they reach the expected goals. In reception they dress up and adopt roles, collaborating together in order to act out familiar stories. In nursery children pretend play situations are real, for example, that dough gingerbread men can be eaten. A particular strength of the teaching is the encouragement children receive as they work and play. For example, they imagine they are talking to their teacher, across the room, on the telephone and she talks back.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Teaching is lively and exciting; assessment is excellent;
- Children enjoy writing and work hard to improve their standards;
- While leadership is strong, improvements for some Year 1 pupils have not been effected;
- Standards of handwriting in Year 2 are below average.

## Commentary

25. Teachers encourage children to ask and answer questions confidently. The children are interested in their work so they listen attentively to adults and each other. Good opportunities are created for them to share ideas and opinions in small groups and pairs.
26. A daily reading lesson is helping to raise standards. The work is accurately matched to the children's needs. The use of good resources such as attractive books, computers, listening stations and additional well trained adults is speeding progress. Most children are confident readers, use sounds well to help them build unknown words and use pictures effectively to make sense of what they are reading. Very good use is made of the home school diaries.
27. Writing has been a key area for development and standards have risen. The children write for a good range of purposes. Structured play areas, such as shops and a doctor's surgery are used imaginatively to support this. Writing is made exciting, children enjoy it rather than seeing it as hard work. Homework is very effective for the children when, for example, they take home Rusty, the toy dog. On each occasion a 'dog diary' entry is required to show what Rusty has done over the weekend or holiday. For example, good standards of writing explain photographs and detail Rusty's holiday in Cuba and his adventures in a limousine. Regular spelling sessions take place. Handwriting is below average in Year 2. The school is focusing on this area and the earlier untidy habits of the older children are improving as a joined script is introduced. However, some letters are still misformed and the spacing is uneven.
28. Teaching is very good in most lessons. Teachers make work interesting, know how to motivate the children and expect them to do well. There are excellent assessment systems in place. These are used well and ensure accurate targets are set for all aspects of English. The two co-ordinators are effective. They are knowledgeable and enthusiastic. They analyse data and monitor and track progress regularly. This has resulted in changes in classroom practice, which has raised standards. Occasionally a few children in the Year 1 class are set tasks that are too difficult and this slows their progress. Plans to remedy this are being introduced but are not yet fully in place.



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

29. Children use and apply their literacy skills well in other subjects. They are encouraged to listen carefully and speak clearly and confidently. Good quality books effectively support subjects, such as geography, history and science. Children write instructions in design and technology, classroom rules in religious education and captions and labels using computers.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Calculating skills are taught well;
- Lessons are practical and made enjoyable by teachers;
- Learning falters in the Year 1 class when tasks are too hard and appropriate resources are not provided.

### **Commentary**

30. Good teaching in the Year 1 class ensured children clearly understand subtraction. Using passengers on a bus, the teacher showed the children that more could not get off than were present. This led them to understand that when working out subtractions it was essential to begin with the higher number. The more challenging tasks that followed this learning were too complex for some higher attaining children who needed greater support than was provided.
31. Calculating skills are taught well by teachers who recognise when children understand and are ready to move on. Simple resources are used well. For example a number stick enabled Year 1 and 2 children to tell whether they needed to count in multiples of two, five or ten to reach a given total. The teacher demonstrated and encouraged very effectively and children's confidence grew as they worked out calculations. Very good learning took place for both year groups as the tasks varied according to age and capability.
32. The co-ordinator works very effectively to move the school forward. She has introduced rigorous assessment systems that show what the children can do and what they need to learn next. As a result, progress can be monitored and weaknesses quickly identified. Teachers are given help in selecting resources and implementing lesson plans. In a Year 1 lesson observed, where some independent tasks were too hard, resources that had been suggested were not used although the children could not work without counting equipment. For a short time learning was unsatisfactory.

## **Mathematics across the curriculum**

33. Mathematics is linked well with other subjects. Children use charts in science, they estimate and look for symmetry in design and technology and use time lines in history. Literacy and ICT are used to help children understand new mathematical ideas.

## **SCIENCE**

Insufficient work was seen to form an overall judgement on provision.

No science lessons were observed, and no current work was available. Standards were judged by looking at pupils' last years work, talking with the co-ordinator and staff, looking at teachers' records, including assessment data, and the school's planning systems.

34. Much of the work is practically based, and is made exciting and purposeful by being linked to other curriculum areas. The pupils use skills learned in other subjects effectively, for

example, measuring and recording growth and plotting graphs. The children are learning the skills for carrying out scientific investigations but are still dependent upon the teacher for organising their work. By Year 2 pupils understand the need for tests to be fair. On many occasions teachers' marking is not used effectively to help children know how they can improve their work.

35. This subject is led well by a new co-ordinator. Good assessment arrangements are now in place and have already rectified imprecise judgements on standards in the past. She has improved resources, and these are satisfactory and very well organised. Termly planning has been considerably improved. Standards are average overall at the end of Year 2, as they were at the time of the last inspection, although more children now reach above average levels.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Children are very good at using ICT to find out about things;
- More opportunities are needed to share and exchange information using ICT.

### **Commentary**

36. Pupils, including those with special educational needs, make good progress in learning the basic skills and applying them across the curriculum. Some aspects of ICT are strong, in particular 'finding things out' from a variety of sources, including Internet sites and CD-ROMs. This supports children's learning well in other subjects. The children make slower progress in learning to exchange and share information. The skills are taught and learned soundly but opportunities to apply them are limited. As a result, standards in this aspect of ICT are barely satisfactory.
37. The subject is led effectively. The school has identified the weaknesses in provision and good action for improvement is being taken. In a short time the school has acquired sufficient computers for classroom applications and the means of teaching a whole class new skills through using an interactive white board. Each class now has weekly instruction on the skills and applications necessary. All staff are receiving training in the use of this new equipment and software. A sound framework for assessment has been recently introduced and this shows clearly what the children have learned. The development plan indicates the way forward and there will be a whole-school focus on ICT next year. Standards are generally the same as they were at the time of the last inspection but are improving.

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

38. ICT is being used well to support learning in other subjects. In art and design there is above average work on patterns in Year 2. Printed labels are made to highlight displays and history information is found and used well.

## **HUMANITIES**

### **Geography**

Insufficient work was seen to form an overall judgement on provision.

## Commentary

39. The teachers make the work interesting and good links with other subjects, such as history and design and technology enhance the children's learning. Year 2 children can for example, follow a simple map and know that people wear different clothes in different climates. Innovative work like the opportunity to take a bear called 'Barnaby' away on holiday with them produced high quality writing from the children in their diaries. Fieldwork is good. The children use the nearby area well and as a result make mature responses when asked what they like and dislike about their location. They know what they would like to see improved.

## History

Provision for history is **good**.

### Main strengths and weaknesses

- The curriculum for history is good;
- Children are knowledgeable and enthusiastic.

## Commentary

40. The teaching of history is good and in one lesson seen in Year 2 it was very good. The teacher excited the children. She kept bringing out clues one at a time from an old suitcase. First there was a postcard, then a picture of an old fire engine. Because the children had previously visited a Fire Museum and had learned about London as part of their geography work they quickly guessed that they must be learning about the Great Fire of London. By the end of the lesson, they knew all the main details of this event and had achieved very well. The children's standards are higher than those normally seen for their age and they make very good progress. The links made between subjects help children to develop their knowledge and understanding more quickly.
41. The children are very enthusiastic and say they love their history work. They have a good understanding of chronology explaining how things have changed over time. They have learned to understand how events, such as the fire, changed lives and landscapes. From this recent study of The Fire of London they know that methods of cooking are different; that house construction has changed and that people's lives are affected by the period in which they live. They say they prefer to live now.

## Religious Education

Provision in religious education **meets the requirements** of the locally agreed syllabus.

## Main strengths and weaknesses

- There are good opportunities for pupils to relate their learning in religious education to their daily lives;
- The provision for Christianity is good but other religions are less well represented.

## Commentary

42. The pupils' knowledge and understanding of Christianity is good. The school has very effective links with the local church and pupils visit it regularly. As a result, they are familiar with services such as a doll's baptism and a wedding ceremony. The local vicar also visits school regularly and supports their learning through assemblies. Pupils are given many opportunities to consolidate their learning and understanding of biblical stories through art, role play, performance, song and narrative. This provision has also been used effectively to give pupils the opportunity to relate their work in religious education to their daily life. It is further enhanced by the cross-curricular links that are provided. A study of autumn in Year 1 and 2 linked science, art and religious education and gave the children many opportunities to think about the wonder of 'harvest'. The school has found it difficult to provide a similar range of experiences for other religions, but is now seeking opportunities for the children to meet people and see places and things that represent the Jewish faith.
43. The subject is led well and enthusiastically. Resources have been improved and the need for more contact with other faiths has been recognised. Effective links have been made between the religious education syllabus and the school's programme for assemblies.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient work was seen to form an overall judgement on provision in art and design and physical education. However, standards in painting and dance are **above average**.

## Commentary

44. Children are provided with an appropriate range of **art and design** activities. In painting their work is exciting and detailed. They use interesting starting points, such as photographs of themselves or unusual fabric designs to complete work that is of an above average standard. In Year 1, work shows an attention to human shape and form that is very thoughtful. In Year 2, close observation results in patterns and designs that are attractive and very colourful. Year 2 ICT patterns, based on the style of Kandinsky, are well planned, bold and very eye-catching. Children with special educational needs are given particular encouragement and produce bright and thoughtful pieces of work.
45. Children are provided with an appropriate range of **music** activities. Talking to pupils and teachers and looking at planning indicates that the curriculum is good. The children enjoy their music and eagerly sang the round 'London's Burning' as part of another subject. They enjoy playing instruments and listening to music. One child spoke enthusiastically about Vivaldi's 'Four Seasons'. There are good opportunities for children to perform at various times during the school year. Visiting musicians and visits to the theatre enrich the music curriculum.
46. Children are provided with an appropriate range of **physical education** activities over the year. In dance, good links are made with other subjects to ensure the children can interpret ideas individually as they move. Year 1 and 2 classes danced to fire music after discussions of the movement of single flames and roaring fires. Very good music stimulated the children and they were guided well by their teachers. The children showed a good level of sensitive movements as they danced first in one place then travelled across the room. They linked patterns of dance well and worked on sections to improve them. Good attention was paid to understanding the effect exercise had on the body and on warming up and cooling down.

Classroom assistants effectively ensured that children with special educational needs understood what they were to do and took a full part in the lessons

## **Design and Technology**

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

### **Main strengths and weaknesses**

- Exciting and stimulating activities result in very individual work;
- There are good opportunities to develop extended pieces of work.

### **Commentary**

47. The teachers have a very good grasp of the subject and it is taught well using exciting and challenging contexts. Lessons are organised into half termly blocks that provide children with several opportunities to develop their work each week resulting in a good understanding of the task and fast progress. The topic approach provides some realistic contexts that help pupils understand the purposes of design and technology. For example, seeds grown in science were used in a salad that was served in a 'Healthy Eating Salad Café' with computer created menus. There is good coverage of designing and making using construction materials and of food technology and textiles. Designing, using sketches that are often annotated, research, listing materials and recording how the item is made are successfully introduced in Year 1 and developed well in Year 2. A strength, throughout the school, is the delightfully individualistic work that the pupils produce, such as very different playground designs in a Year 1 class, and a whole range of models illustrating 'London Life' by Year 1 and Year 2 pupils.

## 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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
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	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	2
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).*