

INSPECTION REPORT

MANOR PARK INFANT SCHOOL

Calverton

LEA area: Nottinghamshire

Unique reference number: 122625

Headteacher: Mrs C Litowczuk

Lead inspector: Mrs B Iles

Dates of inspection: 1 - 3 December 2003

Inspection number: 256838

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

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INFORMATION ABOUT THE SCHOOL

| | |
|-----------------------------|--|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 3 - 7 |
| Gender of pupils: | Mixed |
| Number on roll: | 177 |
| School address: | Flatts Lane Calverton Nottingham |
| Postcode: | NG14 6JZ |
| Telephone number: | 0115 9652472 |
| Fax number: | 0115 9653570 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr John Bowers |

CHARACTERISTICS OF THE SCHOOL

Manor Park serves the area of Calverton, which has a mixture of privately owned and rented council accommodation. A higher proportion of families live in rented accommodation on the two local estates than at the time of the last report. There are 177 pupils on roll, including 75 part time nursery age children and 11 children who attend on a full time basis in the reception class. Many children who attend the nursery transfer to a range of schools for their full time education. Overall, the children's attainment on entry to the reception class is well below average. The school is smaller than described in the last report due to a fall in the local birth rate. The proportion of pupils receiving free school meals is 23% and has increased over the last two years. An above average proportion of pupils have special educational needs. No pupils have statements of special educational need because the local practice avoids statementing pupils. The proportion of pupils who move schools at non standard times during Years 1 and 2 is above average. Almost all pupils are of British background and speak English. The school gained the 'Investors in People' award in 2001 and has very good community links.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|---|
| 12000 | Brenda Iles | Lead inspector | English, art and design, design and technology and physical education (PE) |
| 14083 | Andy Anderson | Lay inspector | |
| 20911 | Judy Dawson | Team inspector | Foundation Stage, science, information and communication technology (ICT) and music |
| 21858 | John Pryor | Team inspector | Mathematics, history, geography religious education (RE) |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good school** with a very caring ethos. Pupils achieve very well in relation to their low starting point. Standards in core subjects are in line with those of similar schools in reading and mathematics, above in writing and well above in science. Pupils with special educational needs receive very good support and more able pupils achieve their potential. The school has made very good progress since the last report through very good leadership. The school provides very good value for money.

The school's main strengths and weaknesses:

- Pupils' achieve very well in science, information and communication technology (ICT), religious education (RE) and creative subjects. In writing and mathematics their achievement is good
- Standards in speaking and listening and reading are not high enough
- Teaching and learning are very good in the Foundation Stage of learning and consistently good or better in Years 1 and 2. Assessment is very good
- The curriculum for the Foundation Stage is excellent and in Years 1 and 2 it is very good
- The headteacher's leadership is excellent and the very good partnership with governors and staff enable the school to achieve its vision
- The provision for the pupils' personal development is very good. Pupils are cared for very well and the school makes a valuable contribution to the community
- Provision for pupils with special educational needs is very good

The high quality of leadership has enabled the school to make very good improvement and meet the changing needs of the local community very well. Rigorous assessment, tracking of pupils' progress and innovative curriculum changes have made learning relevant, interesting and exciting. This is raising expectations of what pupils can achieve. The issues raised at the previous inspection have been addressed very effectively.

STANDARDS ACHIEVED

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

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

The pupils achieve very well in relation to their below average starting point in Year 1.

Despite very good provision, by the end of the Foundation Stage, many children do not achieve the expectations for their age because their speech and language skills are immature. Rapid progress is made in personal and social development. By the end of Year 2, standards are in line with those of similar schools in writing and mathematics and in science they are above average. While speaking and reading are below average, pupils achieve well. These aspects are current priorities for improvement. The 2003 unvalidated test results reflect the higher than average proportion of pupils identified with special educational needs in that year. They also show the increasing proportion of pupils achieving higher levels, for example in writing and science. Effective teaching and very good leadership enable the needs of all pupils to be met well.

Standards in ICT are now above average. Good resources and staff expertise have raised standards. The key issue to raise standards in this subject has been addressed very well.

Pupils have positive attitudes and enjoy school. Most pupils behave well and challenging behaviour is well managed. **Spiritual, moral, social and cultural development is good.** Rates of attendance are below average due to specific circumstances of illness. Most pupils attend school regularly.

QUALITY OF EDUCATION

The quality of education is very good overall. Teaching and learning are very good in the Foundation Stage and usually at least good and often better in Years 1 and 2. They are consistently very strong in the Nursery. Assessment is very good and staff use the information to plan work to meet pupils' individual needs. Children with special educational needs and those who are more able are identified from the earliest stages of learning in the nursery. Provision for pupils with special educational needs is very good.

The curriculum supports the needs of all pupils very well. The extra-curricular provision is good. Provision for personal, social and health education is very good and links well to subjects such as science and religious education. The school takes very good care of the pupils' welfare, health and safety. There are very good arrangements to support new pupils and the smooth transition to the junior school. Partnership with parents and the community are very good and support a flexible approach to meeting family needs. Parents receive very good information and reports on their children's progress

LEADERSHIP AND MANAGEMENT

The quality of the leadership and management is very good. The leadership of the headteacher is excellent. She has a clear vision for improvement which is communicated clearly and shared by the school community. The high level of commitment, understanding of changing community needs and determination for all pupils to achieve their best leads to innovation and continuous improvement. The headteacher, staff and governors have a very good understanding of the strengths and weaknesses of the school and are very effective. Financial management and planning are also very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school works very hard to develop strong links and partnership with the parents. However, a significant proportion do not take advantage of the invitations to become more fully involved in their children's learning. The majority of parents are very pleased with the quality of education the school provides and value the school's friendly ethos, open door policy and inclusion in consultations.

IMPROVEMENTS NEEDED

- Raise standards higher in speaking and listening to develop pupils' articulation, accuracy and breadth of language
- Raise standards in reading further by providing more opportunities for pupils to explore a broad range of text and to read for pleasure

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve very well by the end of Year 2 in relation to their frequently low starting points. The very good start in the nursery and reception class enables children to make very good gains in all the areas of learning and particularly their communication, physical and personal and social skills. This prepares them very well for the broader aspects of learning. However, many children transfer to other schools and, despite this very good provision, the standards achieved by those who remain are lower than those expected for the age range. By Year 2, standards in comparison to similar schools are average in mathematics and reading, above average in writing and well above average in science. The greatest weakness lies in pupils' speaking and listening skills, which are below average. The higher proportion of special needs pupils achieve very well and more able pupils are fully challenged. Bearing in mind the changes in the school's intake since the last report, progress has been very good.

Main strengths and weaknesses

- Standards in writing and the practical aspects of science and mathematics show good improvement
- Speaking and listening skills and reading comprehension are the weaker areas
- Standards in ICT, religious education, art and design, design and technology, physical education and music are above average
- Pupils achieve very well because the practical curriculum has been adapted to meet their needs
- The consistently good and frequently very good teaching across the school has raised expectations of what pupils can achieve
- The pupils with special educational needs make very good progress because their needs are identified at a very early stage and supported very well
- More able pupils and those with gifts and talents are identified from an early stage and their programmes of work are challenging and well supported

Commentary

1. The children in the Foundation Stage make very good progress because teaching and provision are very good. The focus placed on developing communication and personal and social development is rightly prioritised. Despite the very good provision many do not meet the expectations of the early learning goals by the end of the reception year. Children still need significant support to communicate their thoughts and ideas across the areas of learning. Physical development and knowledge of the world is broadly in line with the expectations for the age range because the focus placed on play, first hand experiences and developing manipulative skills support learning very well.
2. By Year 2 standards in writing and mathematics are broadly average and in science, ICT and religious education they are above average. Speaking and listening skills and reading comprehension are below average. Bearing in mind the low starting point of a significant proportion of pupils on entry to the reception class and the increased number of pupils identified with special educational needs, pupils achieve very well.
3. Standards in the 2003 tests indicate pupils' achievements are average in reading and mathematics and above average in writing in comparison to similar schools. Teacher assessments in science show standards are well above those of schools in similar circumstances. Pupils of all abilities achieve well in lessons. Consistently good and

frequently very good teaching, the adaptation of the curriculum to engage pupils' interests and the very good use of assessment information are significant factors in these achievements and reflect very good leadership and management. The pupils' speaking skills are not as good as their understanding and many find it hard to express their ideas. In reading, phonics skills and the understanding of how to use punctuation are applied well. Pupils perform well when reading their own writing but find comprehension of unknown text difficult because their breadth of language is limited and the concentration on reading accuracy often leads to the meaning and enjoyment of books being lost.

4. In writing, standards have risen because appropriate strategies have been introduced to ensure pupils structure writing for specific purposes across subjects. Pupils who read regularly at home and practise their skills frequently achieve the higher levels. The school continues to encourage parent partnerships to support the further development of reading and improve pupils' attitudes to books.
5. Pupils' speaking and listening skills are below average and this hinders their ability to express their views. Staff model language well and good questioning encourages pupils to use new words. The development of speaking skills and the use of Standard English is an issue for the school to address. The quality of pupils' handwriting and presentation of work reflects pride and a desire to achieve their best. Displayed work is a celebration of pupils' perseverance and desire to succeed and please. There are very good examples of links between literacy, numeracy, ICT and other subjects.
6. Standards in ICT have improved significantly and by Year 2 they are above average. This is because teaching is very good and resources are good and are used effectively to support learning. Pupils achieve very well. The issues raised in the last report have been addressed very successfully. Skilful teaching is now helping pupils to use and apply their skills and knowledge in everyday life.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school are very good; they behave well in lessons. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Attendance is below average.

Main strengths and weaknesses

- Pupils have very positive attitudes to the school
- The majority of pupils behave well in lessons and around the school
- Pupils respond well to opportunities to take on responsibility
- There have been no recent exclusions
- There are many rich opportunities for celebration, reflection and to learn respect for the views of others
- The quality of relationships throughout the school is very good.

Commentary

7. Provision for pupils' spiritual development is good. The spiritual contribution to assemblies is well planned and delivered. Collective worship meets statutory requirements and opportunities are planned for pupils to learn about the celebrations and beliefs of other faiths in religious education lessons. Teachers value pupils' ideas and contributions, and encourage them to develop feelings of self worth. As a result,

children enjoy coming to school and show an interest in their work. They are very eager to learn and do their best.

8. The provision for pupils' moral and social development is very good. All pupils are taught the difference between right and wrong. The majority of children behave well in lessons, when moving around the school, and in the playground at breaks and lunchtimes. However, some children lack social skills and have difficulty in maintaining concentration in lessons. These children can, at times, display challenging behaviour, but they are managed very well by the teachers and non-teaching staff. All staff have very high expectations of what constitutes acceptable behaviour and consistently manage their pupils well. There have been no exclusions in recent years.

9. The table below shows the attendance figures for the school. Current attendance levels are satisfactory. Attendance rates are adversely affected by circumstances completely out of the school's control. Absence is very closely monitored and good attendance is actively promoted.

Attendance in the latest complete reporting year (%)

| | | | |
|--------------------|-----|----------------------|-----|
| Authorised absence | | Unauthorised absence | |
| School data: | 6.3 | School data: | 0.0 |
| 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.

Exclusions

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 171 | 0 | 0 |
| White – any other White background | 1 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 3 | 0 | 0 |
| Asian or Asian British – Indian | 0 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Any other ethnic group | 0 | 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

10. The quality of education is very good. Overall, the quality of teaching and learning is good. The very good provision in the nursery and reception class is a significant strength. The curriculum provision is excellent in the Foundation Stage and very good in Years 1 and 2. The school makes very good provision for pupils with special educational needs and the needs of more able pupils are also met well. Very good progress has been made since the last report.

Teaching and learning

The teaching and learning are very good in the nursery and reception class. In Years 1 and 2 teaching is consistently good with many very good lessons seen in all classes. Assessment is very good. This reflects very good improvement.

Main strengths and weaknesses

- The needs of all pupils, particularly those with special educational needs are met very well.
- The teaching of writing, ICT and mathematics is particularly effective
- The management of pupils' behaviour, some of which is challenging, is very good
- The quality and use of assessment information, target setting and the tracking of individual pupils' progress is very good
- There is scope to raise the quality of teaching even higher by requiring pupils to speak with greater accuracy and to use the vocabulary introduced and reinforced in lessons in their responses
- There are a small number of occasions when listening time in literacy lessons is a little too long and some pupils find it hard to sustain their concentration

Commentary

11. The quality of teaching and learning has improved significantly since the last report and is a strength of the school. Because the leadership of the school is very strong, expectations are high and new staff have been inducted effectively to maintain the quality of provision. Job share arrangements are working well.

Summary of teaching observed during the inspection in 33 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0(0%) | 17 (52%) | 13 (39%) | 3 (9%) | 0(0%) | 0 (0%) | 0(0%) |

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

12. In the nursery and the reception class staff provide an exciting and very well structured learning environment. They build very good relationships and focus very effectively on the development of communication and personal and social skills through play. Staff interact with, support and encourage children to develop personal responsibility. Routines are well established in the classroom and help the children to become confident and to develop their self-esteem. They are taught to share, respect each other and to develop concentration. They are encouraged to develop their language through role-play and have many opportunities to listen and join in with rhymes, songs and stories. The staff provide very good role models and ensure all children take turns and are fully included in all activities. Early literacy and numeracy are taught very well and the resources support learning very effectively. They know the children's strengths and weaknesses very well and challenge them. Displays value the achievements of all children and encourage them to take the next steps. The outside area provides good opportunities for climbing and the development of physical skills.
13. In Years 1 and 2 the consistently good and very good teaching of literacy, numeracy, science, ICT and the arts and humanities is a significant factor in raising standards and achievement. Teachers have a very clear understanding of pupils' needs, secure subject knowledge and plan work that is well matched to the needs of different ability and age groups. The management of the challenging behaviour of a small but significant proportion of pupils is consistently very good. Staff provide very good

support and guidance and have high expectations of pupils. Relationships are very good. All teachers use good questioning techniques and model language effectively to encourage pupils to contribute their ideas. These can be improved even further through rigorous reinforcement and requiring pupils to speak accurately and articulately. Good use is made of drama and role-play to develop speaking skills and this should continue and be enhanced further. Although standards in reading are prioritised as an issue for further development, the teaching seen in the inspection and reflected in pupils' reading and writing shows that phonics and books skills are well taught. The next challenge is to provide more opportunities that enable pupils to read their own work, access books and read for pleasure more frequently. The teaching of handwriting is taught well and teaching assistants make valuable contributions to this aspect of pupils' learning. The presentation of work has improved and pupils try hard to present their work neatly. In a very small number of lessons that were satisfactory, listening time was a little too long to sustain the high levels of concentration achieved at the start of the lessons.

14. The teaching of ICT and investigative skills in mathematics and science are a strength and pupils achieve very well. The new ICT suite is used well to support the development of pupils' knowledge and understanding and to begin to support work in other subjects. The consistency of approach and links made between literacy and numeracy across subjects provide very good opportunities for pupils to apply the skills and knowledge they have learned in meaningful activities. Very effective subject leadership and teamwork across the stages of learning support very good improvements and achievement in other subjects.
15. Practical approaches to learning enable pupils to express their ideas through art, designing and music. Educational visits, visitors to school and opportunities to take part in environmental activities help them to develop a good understanding of their community and of the lives of others past and present.
16. Teaching assistants, students, reading volunteers and pupils from the local secondary school work in very close partnership with teachers and provide very good support to pupils, particularly those with special educational needs.
17. Very good assessment procedures support pupils' individual needs. The tracking of progress, target setting, use of achievement books and portfolios of work ensure pupils know what they need to do next and understand how well they have achieved. This information is shared with parents frequently and is very effective.

The curriculum

The quality of the curriculum is very good in Years 1 and 2 and excellent in the Foundation Stage, supported by a good range of resources. Opportunities for enrichment through visits, visitors and activities within school time are very good and extra-curricular activities are good.

Main strengths and weaknesses

- The planning of the curriculum with links between subjects to provide a holistic education is very good in Years 1 and 2 and excellent in the Foundation Stage
- The practical opportunities for learning are innovative and engage pupils' interest and enthusiasm.
- The additional activities, educational visits, visitors, participation in local events and opportunities to play sport and sing in the local community enrich learning and make it meaningful

- The provision for pupils with special educational needs is very good
- The provision for information and communication technology (ICT) is very good

Commentary

18. All subjects of the National Curriculum and religious education are taught and the curriculum is well balanced and broad. Very good progress has been made since the last report. The school has been effective in the use of the literacy and numeracy strategies to help raise standards and is developing very effective ways of developing both subjects within the broader curriculum. The new ICT suite and very good management of the subject enables pupils to have frequent access to computers. The computer network extends to the classrooms so pupils and children have access to programs and information at all times. This has had a big impact on pupils' standards in the subject. The creative subjects, the humanities and sport have a high priority in school and the provision enables pupils to achieve well. Provision for sport, allowing all pupils to swim and join in with local football events such as the "Top Club" league, is very good and much better than is normally seen in infant schools. This rich curriculum and very effective links with the community, creates a tangible enthusiasm for learning among most pupils, so they achieve well. The curriculum in the Foundation Stage is excellent. There is a strong focus on developing children's personal, social and emotional skills through an interesting and challenging curriculum that includes very good opportunities for learning through play.
19. The provision for pupils with special educational needs is very good and pupils with social and behavioural difficulties are accommodated very effectively. Gentle support from the special educational needs coordinator when needed has justifiably earned the school a very good reputation for this provision. Considerable effort goes into ensuring that all pupils receive the support they need to access the curriculum. Support staff are deployed prudently to ensure that those pupils whose needs are the greatest receive the most support. All adults are highly effective at delivering the curriculum so pupils' learning is seamless.
20. The curriculum is enriched with initiatives such as the "Trailblazer" project on Fridays, where pupils are designing a herb garden. There is a very good range of visits and visitors to the school. Links with Colonel Frank Seely School are particularly strong as the older pupils come to work with Manor Park pupils on projects such as designing mugs. The school has joined Calverton and Woodborough schools for singing and dancing celebrations and the Calverton Churches "Hopes and Dreams" performance when pupils from the school provided the dancers.
21. There is an appropriate number of well-qualified teachers and support staff to meet the needs of all ability groups within the school. The high quality of co-operation between teachers and support staff plays a significant role in identifying and nurturing the abilities of all groups of pupils. Support assistants are well trained, hard working and committed to the education and welfare of the pupils. The accommodation is good overall and the plentiful, colourful displays ensure a warm, welcoming environment.

Care, guidance and support.

The care, guidance and support for pupils are very good overall and support pupils' learning well. Health and safety procedures are very good. Achievement and personal development are monitored very well. The involvement of pupils in the school's work and development is very good.

Main strengths and weaknesses

- Child protection procedures are secure and fully understood by all staff
- Pupils have access to well-informed support, advice and guidance
- Pupils have good opportunities to be involved in making decisions about the running of the school and new developments
- Teaching assistants provide very good support to teachers and pupils

Commentary

22. The headteacher and the governing body take their health and safety responsibilities very seriously. All the required checks and inspections are regularly carried out and properly recorded. Risk assessments are rigorously undertaken and meticulously recorded. There is consistent safe practice in lessons.

23. Children are well cared for because teachers establish clear routines and expectations, and manage lessons well. There is a good range of tracking and record keeping that ensures pupils are supported and guided appropriately to their age and abilities.

24. The headteacher, teachers and non-teaching staff know the children very well. All members of staff have a very good understanding of the school's pastoral arrangements and are totally committed to the welfare of the children in their charge. They are very approachable and supportive and every pupil has a very good and trusting relationship with one or more adult in the school.

25. The school council affords very good opportunities for pupils to be involved in the day-to-day running and development of the school. For example, pupils have the opportunity to discuss and agree on their class rules. Personal, social and health education lessons and circle time give pupils the chance to express their ideas and opinions.

Partnership with parents, other schools and the community

The partnership with parents and the community is very good. Links with other schools are also very good.

Main strengths and weaknesses

- The vast majority of parents hold the school in very high regard
- The school is very welcoming to parents
- The information provided to parents is excellent

Commentary

26. Parents indicate that they are very pleased with what the school provides and have every confidence in the ability of staff to meet the needs of their children. The information provided by the school is excellent; parents receive very good curriculum information and the annual written progress reports are of very good quality. There are plenty of opportunities for parents to discuss their children's work and progress, both at formal meetings and informally at the start and end of the school day.

27. The headteacher and her staff are very approachable and parents are welcomed and encouraged into the school. Parents are consulted and their views and opinions valued and appropriately acted upon.
28. There are very good links with the local junior school, ensuring that children progress to the next stage of their education smoothly. There are also very productive links with the adjacent secondary school that shares the same campus. Secondary pupils work alongside staff in infant classes to support learning. This shared local project encourages positive attitudes to learning and good relationships between pupils of different ages. The use of the local swimming pool, and pupils' participation in sports clubs organised by the local miners' club provide a very good foundation for pupils to understand the importance of sharing and contributing to their local facilities. Links with the church are also strong. Local clergy takes assemblies on a regular basis and pupils also make visits to the church for special celebrations and when studying Christianity and their local history. These features make a very good contribution to learning.

LEADERSHIP AND MANAGEMENT

The quality of leadership by the headteacher is excellent. She is very well supported by the deputy head, staff and governors. All staff and governors work as a very effective team to raise standards and ensure that all pupils achieve their best.

Main strengths and weaknesses

- The headteacher's high level of commitment and clearly communicated vision drives improvement
- Staff, governors, pupils, parents and the community are involved fully in decision making and school life
- There is a very good understanding of the school's strengths and priorities for improvement
- Rigorous monitoring and evaluation of the school's performance, involving subject leaders and governors ensures there is very good awareness of progress towards meeting targets
- The leadership and management of the Foundation Stage and of subjects are very good
- Subject leaders are knowledgeable and effective
- Financial planning and day-to-day management are very good

Commentary

29. The headteacher provides a very clear vision for the school and communicates this clearly to create a shared approach and strong sense of purpose to drive school improvement. These high aspirations are having a very positive effect on achievement and the school's role in the community. The high level of commitment shown by all staff and governors ensure the school's aims are met well and fully understood by others. Strong positive values underpin the very good quality of education. The headteacher has developed a very good partnership approach to include parents and the community and the pupils themselves in aspects of decision making. There is a very high regard for the school in the community. Very effective management ensures the daily routines are fully understood and the school day runs calmly and efficiently. The open door policy ensures parents know who to talk to and the ethos is friendly and welcoming.

30. The deputy head and leaders of the Foundation Stage work in close partnership with the headteacher. They meet regularly as a team to ensure consistency and continuity from stage to stage. Staff are keen to embrace changes that can improve the quality of teaching and learning and the standards pupils achieve, for example, the adaptation of the curriculum to provide a wide range of practical experiences to support learning between the ages of 3 to 7. Several staffing changes have been managed very well and induction procedures are very good. Performance management is effective and training and support ensure there is a consistent approach throughout the school. This has a positive effect on learning and pupils' achievements.
31. Subject leadership is a strength and coordinators are knowledgeable and effective. They undertake monitoring and evaluation and have a very good awareness of standards. They lead staff training and offer ongoing support. Their links with the governing body are also strong, ensuring that information is communicated effectively. Governors are linked to subjects and there is a very good dialogue and analysis of standards. The very good leadership within the Foundation Stage secures very good provision and an excellent curriculum for the youngest children. The headteacher manages special educational needs. Systems and procedures work very well and reviews and documentation are detailed, thorough and very well organised.
32. The structured programme of monitoring and evaluation enables governors and staff to identify the effectiveness of its work and future priorities. The school development plan identifies these priorities and how they are to be achieved. All staff and governors are fully involved in decision-making. Finances are linked to the key priorities and grants are pursued to boost income. The funding used to support pupils with special educational needs is applied well and effectively supports the very good progress and achievement of these pupils. The financial management of the school is very good. There is an active and well led finance committee which, with the headteacher and the senior management team, ensures that the school's development is driven by educational needs that are prudently met rather than being dominated by financial criteria,
33. The governing body works well to attract additional funds to support the work of the school; spending is monitored to ensure that the principles of best value are followed and the financial controls are safe and effective. The very minor comments of the auditors have all been followed up. There is a very clear strategic view of the financial implications of the school's falling roll and expenditure is monitored very carefully. The governors challenge well and apply the principles of best value very well.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|----------|
| Total income | £500,621 |
| Total expenditure | £476,936 |
| Expenditure per pupil | £2,385 |

| Balances (£) | |
|-------------------------------------|---------|
| Balance from previous year | £23,326 |
| Balance carried forward to the next | £20,629 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. The last inspection found the provision for children in the Foundation Stage to be a strength of the school. The school has built on these foundations to provide an excellent curriculum and very good teaching that enables the children to make substantial progress in both the nursery and the reception class. Children's attainment on entry to the nursery varies from year to year. This year there are a number of children with special educational needs and speech problems and many have underdeveloped social skills. At the end of the summer term 2003 about two-thirds of the children left the nursery to attend the reception classes of other schools in the locality. The attainment of those who transferred to the reception class in Manor Park Infants School in September 2003 was well below average, with over a third having significant speech and communication difficulties and others with special educational or behavioural difficulties.
35. The organisation and management of the Foundation Stage is very good. In the nursery the children move freely between the different areas that are focused on the six areas of learning and fine-tuned to the particular focus for learning for the day or the week. There is more direct teaching in the reception class but the children still have plenty of opportunities to independently select their activity. The teachers, nursery nurse and teaching assistants work and play alongside the children and monitor each individual's progress towards the early learning goals. The exciting environment and rich curriculum provide a stimulus that motivates and delights the children so that they sustain concentration and take a pride in what they do. In the nursery and the reception class there is very good blend of direct teaching, in small groups or as a class, adult initiated and supported activities and the children's own choice from the carefully planned activities that extend learning. This ensures that the children are given plenty of opportunities to apply and develop the skills and knowledge they have been taught. The teaching is very good in both classes. The adults in each class discuss the children's individual needs every week before the teachers jointly plan the focus for learning for the following week. The adults focus on individual children's needs, based on their continuous assessment of their progress, providing opportunities for each child to develop his or her skills. In this way, almost all children, including those with special educational needs make very good progress in almost all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Independence is promoted very effectively as children are expected to make choices
- Adults maintain consistent expectations of the way the children will behave
- Adults join in with many of the children's role-play activities, giving them value and status
- The curriculum is rich in opportunities for the children to develop an understanding of social situations through role-play, visits and visitors to school
- Many children, including the older children in the reception class, find it difficult listen to others and to take turns to speak

Commentary

36. The excellent relationships established between the adults and children enable the children to swiftly feel secure and valued and after a few weeks in school even the most reluctant communicator responds well to their teachers, nursery nurses and the teaching assistant. Almost all confidently interact with new adults in the class. Many children join the nursery with limited experience of practical play with other children and the teacher and nursery nurse have to work hard to establish an understanding that each child is part of the class and there is a need to share, listen to and respond to other children. In the nursery and the reception class the staff show how pleased they are with acts of kindness, sharing and taking turns to encourage the children to understand the needs of others. The many opportunities for children to interact with each other, as in the space ship during the inspection, soon establish a sense of community. In the reception class, where the teacher is well aware that there are children who find it difficult to behave consistently in a socially acceptable way, children are encouraged to work in groups and in pairs. Her impeccable management of the children provides consistent expectations and these children are developing a very clear understanding of acceptable behaviour. The independence encouraged from the first days in school stimulates curiosity and a desire to learn and even the youngest children maintain concentration for impressive periods. But many children find speech and communication difficult and do not listen well, so the ability to work and play cooperatively with their peers is not as good as it should be. By the end of the Reception Year, many children will not meet the expected goals for their age in their personal, social and emotional development.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good
- The teaching of letter sounds and reading and writing skills is very good
- Adults speak very clearly to demonstrate new words and expressively encourage empathy with characters in stories
- Role-play extends and enhances the children's literacy experiences and brings books to life and literary themes permeate the whole curriculum
- Sometimes not enough is expected of the children's clarity of speech or use of spoken phrases and sentences so their speech and communication does not improve as much as it could

Commentary

37. Many children enter the nursery with appropriate listening skills but limited speech. The adults model language very well when introducing vocabulary relating to the children's learning and in everyday speech. Role-play situations make the children's speech essential to, for example, communicate with "Mission Control" and launch the "spaceship". The adults are adept at translating badly formed speech, often with a lack of consonants or syllables missing. In both the nursery and the reception class children are taught the sounds that letters make and many already write their names and other simple words. In the nursery children learn to enjoy stories and books and often the theme of the book is echoed throughout all the class activities during the week. Some children, however, have had limited exposure to books at home and some of the youngest children are unable to identify the beginning of a book, the

correct way up or to point to the text. Excellent displays with labels and captions stress the importance of the written word. Writing materials and equipment that develop writing skills are readily available and the children's efforts are valued and encouraged. The curriculum is planned very effectively so that reading and writing become an integral part of children's learning. All adults question the children effectively but are not rigorous enough in requiring accurate and clearly spoken responses. By the end of the Foundation Stage the children have made very good progress in most aspects of communication, language and literacy but few achieve the early learning goals. The children's poor speech has an impact on both communication and reading and their attainment is well below average.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very effective and leads to good achievement
- Basic number skills and mathematical vocabulary are reinforced at every opportunity
- Adults are deployed very effectively to reinforce learning and play activities reinforce mathematical skills
- Information and communication technology supports learning in mathematics very well

Commentary

38. Many children join the nursery with limited knowledge of number and shapes and they struggle with the language relating to position such as "behind" or "under". After half a term in school the children name some simple shapes, use positional language with some accuracy and are beginning to make patterns as they, for example, thread beads. In the reception class the children built simple patterns with common flat shapes as a class and then used computers to complete patterns. The more able children began to build shape patterns of their own. The teacher spotted a child who succeeded very well and encouraged her to make a more complex pattern. This adjustment of the teachers' planning in response to the children's needs is a feature of the very effective teaching throughout the Foundation Stage. The adults encourage counting and matching objects as children play. Very effective questioning by the teacher as a child tried to fit moon boots on the teachers feet, selected from pairs in the astronaut's dressing room, encouraged the child to compare size and identify why the boots did not fit. Number songs and nursery rhymes reinforce counting skills. Many children can say numbers in order and more able children count objects accurately beyond 3 on their own.

39. In the reception class children know the names of common two-dimensional shapes and are beginning to add and subtract within five. Some reception age children are beginning to understand the value of numbers to 5 or to 10 and most order them correctly. Very good extension activities provided through play reinforce the learning in the class lesson. Children print shapes with sponges and work with the teaching assistant to sort into sets by the number of corners. Others, observed by the class teacher, used a large hoop of ribbon to create shapes, working as a group. This made an excellent contribution to the children's social development and their communication and well as consolidating an understanding of shape. Children achieve very well in the Foundation Stage, although few attain the early learning goals for mathematical development by the time they join Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The teaching is very good, making learning fun
- The rich curriculum builds on the children's own experiences and introduces the wider world with well structured and interesting activities
- Knowledge and understanding of the world permeates throughout the curriculum
- Provision for ICT is excellent and the children make rapid progress

Commentary

40. Many children enter the nursery with very limited experience of the world beyond their immediate families. The nursery and reception class teachers work together to deepen the children's understanding of the adult world. During the inspection the nursery children were mixing a Christmas cake. Others used cutters to make dough "cakes". Children make the play dough themselves and this had sparkles in it as part of the celebration. Shaving foam created "moonscapes" and a spaceship, with a teacher as part of the "crew" extended learning beyond the earth! Children learn very well and individuals wander round the room with cardboard "telescopes" to view the stars and any passing wildlife.

41. In the reception class the children have learnt about planets and selected the most appropriate objects to make models of them. Photographic evidence, as well as the excellent curriculum planning, shows that the children learn about the past, the needs of the young, their place in their families and the physical environment. Visits to farms, for example, and visitors such as a mother and baby and adults from the public services bring the learning to life. Computer skills are promoted very well and the children in both classes are confident to use both the keyboard and the mouse. Because of the frequent access to the computer suite and the use of computers in the classroom the children's skills are greater than those of other children nationally. They log on, load their program, amend text, use graphics with good control, save and print their work. Their independence, encouraged from the beginning of the nursery, enables them to select suitable materials and tools to work with and to show curiosity to find how things work. Most children attain the early learning goals by the end of the reception year and achieve very well.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The planned activities and the teaching to support the children's manipulative skills and coordination are excellent
- Daily access to outdoor activities promote the enjoyment of physical activities well
- Children are expected to change for physical education lessons with little adult support

Commentary

42. The exciting environment that greets the nursery children daily encourages them to try things out, developing hand eye co-ordination and necessitating fine movements and

control. They are taught to cut, stick and position objects with care. This is continued in the reception classes and the direct teaching of manipulative skills, such as cutting out, enables them to achieve well. Many have had limited access to outdoor play before joining the nursery. Careful management of the outside area ensures that they soon develop an awareness of each other's space as well as beginning to successfully control balls, hoops and tricycles and to climb and balance with safety and control. In the reception class very clear instruction enabled the children to manage their climbing, balancing and jumping well and a reminder about safety rules reinforced learning. With perseverance, many children improved their balancing skills by the end of the lesson. Most children achieve the early learning goals for most aspects of the curriculum by the end of the Foundation Stage.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Teachers provide a wide range of opportunities to promote creative development
- Imaginative play is a central part of the curriculum
- Children are expected to experiment with paint and to select their own materials
- Children enjoy a range of musical activities and link music to mood

Commentary

43. Children are encouraged to paint and draw, make models and engage in role-play as soon as they join the nursery. The exciting environment and good resources as well as the impeccable planning enable the children to develop their creativity. The basic skills are taught well, giving the children confidence to try for themselves. Dough, bricks and other toys like the train set, the theme areas, such as the space ship and home area, and the good outdoor area all encourage imaginative play. Adults join in, giving security and value to the activities. In the both classes children are encouraged to select materials independently and they do this well. The teachers, nursery nurses and teaching assistant are very skilful in providing just enough teaching to enable the children to succeed. A child contributing to the model of the moon's terrain, for example, was shown how to hold the scissors to cut her silver ribbon but the child had total control of the materials she used as well as where her model would go. Another child in the nursery went to put the "Mars" music from the Planet Suite on the CD as the children created a shaving foam moonscape. However, the children's communication skills inhibit their ability to, for example, act out narratives or discuss their creations and although the children make very good progress in many aspects of their creative development in the Foundation Stage, few attain the early learning goals by the end of the reception class.

Example of outstanding practice

The Foundation Stage curriculum is excellent

The teachers have an excellent understanding of the areas of learning, the levels the children work through to achieve the early learning goals and the way children learn. They have developed an imaginative, exciting and cohesive curriculum, securely rooted in the stepping-stones to learning while giving children independence to select their activities. All adults have very clear roles and a united approach. The teachers' planning has clearly identified learning objectives. The children's progress towards these objectives is monitored and the planning is adjusted to meet individual's needs. The curriculum builds on the children's experiences and is enhanced by regular visits and visitors. It also extends the children's horizons way beyond their everyday experiences. They explore the celebrations and food of other cultures, for example, and "travel to the moon". All topics link the whole curriculum, providing personal social development, extending language and the love of stories and books, using mathematics to count, measure, compare and make models and physical and creative activities that complement the topics. The reception class planning allows for more directed learning while keeping the integrity of the rich and exciting curriculum. Children learn very well throughout the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- The pupils achieve well in relation to their starting points
- Teaching is good overall, with very good teaching seen in Years 1 and 2 in writing and examples of very good practice in reading
- The subject co-ordinator provides very good leadership; systematic monitoring, evaluation and analysis identifies weaknesses and action to raise standards
- The links between literacy and other subjects are good
- Standards in speaking and listening and reading need to be raised further
- There is scope to improve opportunities for pupils to listen to stories and to read for pleasure

Commentary

44. The results in the 2003 national tests show a significant increase in the proportion of pupils achieving the higher grades in writing. While standards in reading appear to have fallen the results reflect the higher proportion of pupils with special educational needs who find comprehension difficult, many of whom have joined the school during the last year. The inspection evidence shows that standards in writing are broadly average. In speaking and listening and reading they are below average but pupils achieve well, bearing in mind the frequently low starting points. In addition, the proportions of more able pupils and those with special educational needs varies considerably between cohorts in smaller schools.
45. The subject is very well led and managed and there is an annual thorough evaluation of the strengths and weaknesses in English. The action taken to address areas causing concern is very successful. For example, in writing teachers ensure that work is linked to other subjects and pupils understand the purpose of their work. They teach them structures to enable them to become independent and encourage accuracy in spelling and punctuation. Teachers' planning shows work is very well differentiated to meet the needs of different ability groups and resources are used effectively. Teaching assistants are very competent and support the teaching of handwriting and phonics very well. The frequent monitoring and moderation of work to judge standards ensures a consistent approach across all classes.
46. The pupils' work is celebrated well and displays value the efforts of all ability groups and show consistency in expectations between classes and subjects. The range of writing is very good and pupils say they prefer writing to reading.
47. Reading skills are also taught effectively. Pupils have good knowledge of phonics and the use of punctuation in reading. They also use pictures well when tackling unfamiliar text. While more able pupils say they love reading and talk about favourite rhymes and stories, too many pupils say they do not enjoy reading. They are most confident when reading aloud their own writing because they recall the vocabulary they have used and have good comprehension of their work. The limited breadth of language of a significant proportion of pupils inhibits their ability to comprehend text, even though they can read the words accurately. This inhibits the attainment of higher levels and the enjoyment and love of books. There are not enough opportunities for pupils to

listen to stories and to read for pleasure. Few pupils visit local libraries regularly and the school library provides the main source of books. The school has placed significant effort into offering training to encourage parents to work in partnership to support their children's reading. Where pupils are well supported they make faster progress and attain higher standards. Trained reading volunteers also give strong support to pupils with special educational needs. The school has already identified reading as a priority. There is a very clear direction to supporting future developments.

48. Pupils' speaking and listening skills are below average and in the reception class they are poor. Pupils' range of vocabulary is limited and words are often poorly articulated. Many prefer to answer questions using single words or phrases and need encouragement to structure descriptive sentences. As pupils begin to mature they gain confidence to express themselves because staff offer good support. Staff model language well and ask questions which are matched well to pupils' knowledge and understanding. This good teaching could be even better with greater emphasis placed on pupils' accurate articulation of words, sentence construction and consistent requirement to use new language introduced in lessons. These features improved during the inspection as teachers tried new techniques in lessons. This is a reflection of the high level of commitment of staff to enable all pupils to achieve their best. Teachers plan good opportunities for speaking and listening through role-play and drama and across subjects. A very high proportion of pupils receive external support to develop their speech and a higher than average number receive regular speech therapy. The weaknesses in speech have an adverse affect on reading skills and pupils' ability to express their depth of knowledge. Many pupils have a greater understanding of their learning than they express in oral and written communication.
49. Pupils with special educational needs achieve very well. The teaching assistants work in close partnership with teachers and know the strengths and weaknesses of the pupils they support. Pupils' progress is monitored carefully and individual education plans identify precise targets and timescales for achievement. The parents are encouraged to support their children and the school's "open door" policy enables them to discuss their children's progress regularly.

MATHEMATICS

The school's provision for mathematics is **good**.

Main strengths and weaknesses

- All the teaching is good or better, which leads to mainly good and sometimes very good qualities of learning
- Marking is consistent and helpful, and assessment is very good so that teaching is well focussed on those parts of the subject needing most attention
- Assessment is also used very effectively to track pupils' progress
- Planning is imaginative and generally closely related to pupils' needs though some lessons stick too closely to the national numeracy strategy when the situation calls for some alteration
- Work is particularly challenging to higher attaining pupils
- Increased attention paid to the use and application of mathematics has led to higher standards as pupils have learned to think mathematically
- Some pupils have difficulty in expressing what they know mathematically in clear English in spite of the care with which they are taught mathematical terms

Commentary

50. From a low level in mathematical skills on entry to Year 1 the pupils make good progress to attain levels in all aspects of the subject that are in line with those of pupils in similar schools. Most pupils achieve well and some very well.
51. Through a very careful analysis of tests and assessment results, a need to strengthen the pupils' understanding of the use and application of mathematics in everyday life, as well as in other subjects was identified. This resulted in more focussed teaching and this aspect of the subject improved. The increased clarity of thinking in mathematics was paralleled by increased understanding in other subjects, for example, science and religious education. Given their earlier low level of mathematical understanding this represents very good achievement.
52. Teaching is good or better because the staff work well together, in planning and preparing as well as in assessing the subject. Teaching assistants are included and make a very significant contribution to the pupils' learning and achievements. In their planning most teachers make intelligent use of nationally recommended lesson material, but adapt it to ensure that the pupils make good progress. In those few cases where teachers stick too closely to the suggested structure the pace of learning is not as fast. The imaginative and carefully targeted planning, which challenges pupils to work and think hard, makes mathematics enjoyable and enhances learning. Pupils with special educational needs make very good progress in mathematics and achieve well because of the good quality of support that they receive. More able pupils are successfully working at the higher Level 3 in Y2.
53. Good use is made of information and communication technology in the teaching and learning of mathematics, and among the younger pupils the mathematical aspects of school life, such as taking registers or sharing resources, are frequently used to reinforce mathematical understanding.
54. Pupils make consistently good progress through Years 1 and 2. They enjoy their work and concentrate for long periods of time. In mental mathematics sessions they work at a good pace, and many have also developed their own ways for calculating answers quickly. The pupils are generally cooperative with each other and are happy to share their discoveries, for example about shapes or numbers. The very good relationships and the positive environment for learning created through good classroom management and cooperation between all the staff successfully promote the pupils' good achievement. The good leadership and management of the coordinator has supported steady improvement since the previous inspection, and marked improvement in using and applying mathematics.

Language and literacy across the curriculum

55. The links between literacy and other subjects are good. The main strength is in the way writing opportunities give purpose to recording experiences in subjects such as design and technology, art and design and science. Role-play and drama are also used effectively to encourage pupils to extend their language and to communicate with one another. There is scope to improve further the links between speaking and listening and reading to provide more contextual links to support pupils' development.

SCIENCE

Provision is **very good**.

Main strengths and weaknesses

- Teaching is very good and pupils make very good progress
- The investigatory approach to the curriculum enables pupils to learn through discovery
- The management of the subject is very good

Commentary

56. Standards are above average in Year 2 and pupils achieve very well. Teachers' assessments of pupils' attainment showed that they were achieving as well as most pupils nationally in 2003 but their attainment was well above those of pupils in similar schools. The concentration on learning through investigation and experiments has raised standards further so that the present Year 2 pupils are attaining higher than average levels. Pupils in Year 1 are also working at a higher standard than expected of pupils of this age. This is because of the very good subject management and leadership. An analysis of the curriculum and the way pupils work prompted the review of the way science was taught. The curriculum is now taught in a way that poses questions for the pupils to answer. In one lesson, for example, pupils were asked, in their experience, which objects would float or sink and the reasons for their predictions. After testing their predictions the teacher led a challenging discussion to see if the class could find a general statement. The pupils' knowledge of materials and forces were evident as they tried hard to meet the challenge. The fact that they could not do so taught them the importance of testing rather than assuming the results of experiments. In Year 1, a very good lesson to establish the concept that "darkness is the absence of light" involved examples of pupils trying, and failing to see an object in a box until it was illuminated. This eventually led to an enlightened class.
57. Pupils with special educational needs are supported very well. The teachers often organise the class in mixed ability groups. The teaching assistants support the pupils very effectively so that they achieve very well. The special educational needs coordinator supports individuals who find it difficult to work with the class for parts of lessons when necessary, but the pupils return as soon as possible so they have access to the curriculum.
58. Very good assessments of pupils' progress enable the teachers to adjust their plans to address any gaps in the pupils' learning or to reinforce work. The very good cross-curricular links give meaning to the work. For example, an investigation to find transparent, opaque and translucent materials was used to enable the pupils to select materials to make puppets of the Rainbow Fish. The wild area outside is a valuable source of scientific enquiry and contributes to the good resources throughout the school. Information and communication technology and mathematics are frequently used to store and retrieve data as well as to find information. The teachers are very knowledgeable and have very good relationships with their pupils. This enables pupils to feel confident and eager to find things out. Pupils are less confident when explaining their work although it is evident that they have understood. Teachers now need to help their pupils to articulate more clearly and to give them the skills to explain their work orally.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **very good**.

Main strengths and weaknesses

- The subject is managed very well
- The information and communication technology (ICT) suite has had a major impact on the standards pupils attain
- Teachers plan well for the use of ICT in other subjects

Commentary

59. Standards are above average in Years 1 and 2 and pupils achieve very well. At the time of the last inspection, the provision for ICT was unsatisfactory and the standards that pupils attained were below average. Since then the subject leader has been active in establishing the ICT suite, furnished with good quality equipment. The computers are linked throughout the school and the teachers have had additional training in the use of the equipment. Children from the nursery and reception and the pupils in Years 1 and 2 have access to the suite several times a week, often as part of their literacy and numeracy lessons. As a result, pupils have skills that are usually expected of older pupils. In Year 2, for example, pupils log on, open their files, select pictures from a bank and adjust the size. They label the pictures and add text, selecting the size and colour of the font as well as the background colour. They save their work into their personal files and print it if appropriate. In Year 1 pupils use a graphics program to draw, showing very good control of the mouse. They change the "tools" and techniques they use. They then print out the results, having added text. Almost all pupils follow these steps without prompting. Pupils with special educational needs are supported very well, often working with more able peers at a computer or with the very good support of the teaching assistant or the teacher.

60. The teaching is good overall. In the best lessons, where the teaching is very good, the teacher is swift to notice when pupils manage the task easily and extends their learning through more complex activities. In the very small number of lessons that are satisfactory some pupils do not have sufficient extension. ICT skills are taught well but there are occasionally missed opportunities to develop the pupils' own vocabulary.

61. Pupils' skills are assessed regularly and teachers use the information to match the work to the pupils' needs. The governor who supports the subject has been very involved in the purchase and development of resources and is very knowledgeable about the provision, strengths and development of the subject. The subject leader, at present on maternity leave, is supported by a nursery nurse who is maintaining the subject and intending to start a computer club after Christmas.

Information and communication technology across the curriculum

62. All teachers have high expectations of pupils' achievements and pupils' skills are effectively applied across the curriculum, making tasks meaningful and useful. There are good examples of pupils using ICT to record their work in English, mathematics, art and design and science. There are plans to extend these links even further.

HUMANITIES

63. There were no lessons in either **geography** or **history** observed during the inspection. Evaluations are based on a scrutiny of planning and pupils' work, and conversations with pupils and staff.
64. Planning in both subjects is securely based on national Qualifications and Curriculum Agency suggestions, adapted as necessary to meet the school's circumstances. It covers the requirements of the National Curriculum. Work is based where possible on real life experiences, for example, visits both within the locality and further afield. Where appropriate, geography and history topics are linked, for example "Toys in history and round the world."
65. Very good use is made of the experiences of adults, for example, pupils' surveys recorded the games and toys played by "by the oldest adult you know".
66. From a below average knowledge and understanding of the world on entry to Year 1, pupils make good progress through the infants and achieve well by the end of Year 2. Good use is made of role play and dressing up to enliven history teaching, especially during museum visits. These methods promote good quality imaginative writing and deepen understanding of living in Victorian times. Some discussion and spoken explanations and descriptions by pupils are hampered by weaknesses in expression and in the communication of ideas. For this reason pupils are given opportunities to express their understanding in other ways.
67. Skills of observation and comparing places are successfully taught along with the rudiments of map work, for example, when pupils draw the route from home to school. The pupils also compare their own locality with a village in Ghana. There is good and increasing use of ICT in teaching and recording both history and geography. The leadership of both subjects is sound, and the resources are good and well used.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- The teaching is at least good and often very good. A particular strength is in enabling the pupils to learn from religions as well as to learn about them
- The careful planning is imaginatively based on the Nottinghamshire agreed syllabus supplemented by the national Qualifications and Curriculum Agency guidelines
- The teachers use good techniques to enable the pupils to talk about their feelings in an accepting and safe environment
- The subject is led enthusiastically and well providing good support for staff
- Very good use is made of visits to places of worship and interesting visitors explain aspects of their faith, for example Judaism. Resources are good
- Pupils are challenged successfully but many struggle to find the words to express their interesting thoughts and feelings

Commentary

68. All pupils, whatever their initial capabilities, make very good progress from their entry into the school, when levels of experience, understanding and awareness of religions are low. They make good progress throughout the Years 1 and 2, following a good

introduction in the Foundation Stage. Standards and provision have improved since the previous inspection. Overall, the standards attained by the pupils are good, and the pupils' achievement is good. In the quality of thinking about religious ideas, pupils attain standards in advance of the expectations of pupils of their age. This is due to the style of teaching which challenges them to think hard and to use their imaginations creatively. Their knowledge of the celebrations and the stories associated with them drawn from Hinduism, Judaism and Christianity is also good.

69. There is a close and useful link between religious education lessons and the teaching element contained in the good quality assemblies. The subject also plays an important role in the very good provision for the pupils' spiritual, moral, social and cultural development.
70. Good resources and a wide range of artefacts support the high quality practical teaching. The teachers' classroom management enables the challenging lessons to go ahead at a good pace. Work is planned carefully, and teachers plan lessons matched to the pupils' needs, abilities and sensitivities so that the discussions are unthreatening.
71. There are good links with the local Church, which is visited regularly. Visits are also made to Southwell Minster, where the pupils become "pilgrims", and to a Synagogue. The pupils make interesting comparisons between these places of worship, and responded to Southwell Minster by composing moving prayers or thoughtful pieces of independent writing.
72. The assessment of religious education, which is satisfactory, is due for review, but rightly the coordinator has delayed this until the new Local Agreed Syllabus is in place. The assessment and monitoring of the subject is supported well by two very comprehensive portfolios of the work undertaken in religious education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Only one lesson was seen in **design and technology** and the end of a lesson in **art and design**. Judgements have been made after analysis of displays and portfolios of work and discussions with pupils, subject co-ordinators governors and parents. Teaching is good and evaluation techniques are a significant strength. There are good links with subjects such as English, mathematics and science and both subjects make a very good contribution to the pupils' personal, social, spiritual and cultural development
74. The teachers provided good direction and focussed on developing pupils' skills and refining techniques. This enabled them to produce exciting pastel drawings of candles and fish which illustrated a favourite story. Tasks were matched well to pupils' abilities and they all enjoyed their work and celebrated the outcomes at the end of lessons. There was a sense of celebration as Year 1 showed one another their candles and were supported by their teacher to describe how they created effects, for example using smudging techniques. With support, pupils began to use this term but need considerable support to do so. In the other lesson, the teaching of cutting techniques was very good and by the end of the session pupils levels of confidence in tackling the problem of cutting a hole in the centre of a piece of paper improved. The next step will be for pupils to take greater responsibility for designing the cutting task themselves. Work in Year 2 shows some examples of very good links with science as pupils designed and made model buildings and constructed electric circuits to light them.

75. There is a very high level of enjoyment for these subjects. Pupils describe them as favourite lessons, explain how they have made models at home as well and are reluctant to clear away at the end of lessons. Pupils know they have studied the work of artists and even though they often find the names hard to recall they eagerly refer to displays and are keen to demonstrate techniques they have learned. The 'Trailblazer' community project is just one very successful example of the school involving pupils in working with designers to take responsibility for planning their environmental area. The school is very successfully adapting national guidance in its planning to meet the needs of its pupils. The pupils benefit from working alongside local artists and designers.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Much of the teaching is very good and it is good overall
- The curriculum is very good and links well with other subjects

Commentary

76. Standards are above average. The standards pupils attain and the provision for music have improved since the last inspection. The school now uses a commercial scheme of work that is closely linked to the government guidance for the subject. All teachers have a good command of the subject and singing and music making form an important part of the day-to-day activities in the classroom, starting in the nursery.

77. Pupils in Year 2 have a good understanding of "pitch" and understand they can change the pitch by jumping, stepping or sliding to another note. They make pictorial representations of changes and identify repetition in melodies. Pupils record their music onto grids showing the sequence of keys on a xylophone. There is sometimes not enough emphasis placed on pupils playing their own music. In Year 1, pupils point to and sing phrases in music represented by dots. All recognise high and low sounds and most match the dots to the phrases in songs. In a very good lesson the excellent relationships between the pupils and the teacher enabled everyone to enjoy themselves. The teacher built on the pupils' previous learning very well and had high expectations. Pupils made very good progress.

78. Pupils sing well in assemblies and hymn practices. They are enthusiastic and rhythmical and try hard to please their teacher. The subject is resourced well and the content of the lessons is adapted to match the learning in other curriculum areas. Pupils, including those with special educational needs, make good progress throughout the school. The school joins in with festivals, celebrations and concerts outside school and with other schools locally and sing to the community at Christmas.

Physical education

The provision made for physical education in the school is **good**.

Main strengths and weaknesses

- Physical education lessons are skills based and progressive

- Pupils are successfully encouraged to be responsible and independent. They learn how to comment appropriately after assessing the quality of one another's movements
- Regular swimming instruction is a significant feature of the school's physical education programme
- Planning is effectively based on national guidelines
- A variety of suitable games are taught and played at appropriate times in the year
- The hall and gymnastic apparatus, the grounds and other resources are good

Commentary

79. Pupils make good progress in physical development in the Foundation Stage and this continues through Years 1 and 2. The standards observed in gymnastics and swimming are above those expected of pupils at this stage and pupils achieve well. This indicates improvement since the previous inspection.
80. A well-planned programme of physical education includes dance, gymnastics, games and sports on the field as well as swimming. Calverton Miner's Welfare Top Club, a local sports community centre, provides support for sport in the school through training sessions. One of the school governors represents this institution. There is also contact with a local professional football club to provide coaching sessions for boys and girls. Plans are at an advanced stage to provide coaching in rugby football. These developments were a direct response to the "Vision Evening" run by the school to canvas the opinions of parents and pupils as well as staff about what extra could be done to extend the pupils' experience.
81. The physical education provided by the school forms a good support for the pupils' personal and social, as well as their moral and cultural, development. It supplies good opportunities for pupils to excel, to discover talents and to work cooperatively in teams following rules.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Arrangements for pupils' **personal, social and health education** are very good and are underpinned by the school's caring ethos and values. There are appropriate policies for drugs and health education and the school is working towards the healthy schools award. The school has adapted the national guidance for personal, social and health education to blend with the very good curriculum framework for all subjects. All pupils have a good understanding of healthy living. A pupil at lunchtime, for example, instantly recognised a meal of salad and baked potato as a healthy meal. The school's council enables pupils to express their views about school life and to be part of the decision making process. Their ideas are taken seriously and acted on. For example introducing the friendship bench in the playground and the contributions made to support the development of the wildlife area. Opportunities to take part in charity fund raising events and to sing within the local community are examples of how pupils are encouraged to contribute to their local community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 2 |
| 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 | 2 |
| Overall standards achieved | 4 |
| Pupils' achievement | 2 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| The quality of education provided by the school | 2 |
| 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 | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 1 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 2 |

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