

INSPECTION REPORT

PASHLEY DOWN INFANT SCHOOL

Eastbourne

LEA area: East Sussex

Unique reference number: 114461

Headteacher: Mrs V Clark

Lead inspector: Dennis Maxwell

Dates of inspection: 4 – 6 May 2004

Inspection number: 257164

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
Number on roll:	288.5
School address:	Beechy Avenue Eastbourne East Sussex
Postcode:	BN20 8NX
Telephone number:	01323 730719
Fax number:	01323 739016
Appropriate authority:	The governing body
Name of chair of governors:	Mrs V Belk
Date of previous inspection:	1 June 1998

CHARACTERISTICS OF THE SCHOOL

Pashley Down Infant school is a community school for children aged from four to seven years. There are 277 full-time pupils and a further 23 part-time children in reception. The school's intake is largely of White British background but there are also small numbers of children from several minority ethnic backgrounds which is valued as bringing diversity to the children's experience. No children are at an early stage of English language acquisition. The level of pupil mobility is broadly average. The socio-economic circumstances of the families in the community serving Pashley Down are similar to those found nationally overall. The proportion of pupils known to be eligible for free school meals is close to the national average. On average, the children's attainment on entry to the reception classes is similar to that found nationally, although their skills in communication, language and literacy, and in mathematics are below average. The percentage of pupils identified as having special educational needs is in line with the national average and no pupils has a Statement of Special Educational needs. The school gained a Basic Skills Quality Mark in 1999.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	English as an additional language Mathematics Information and communication technology Music Physical education
13762	Norman Shelley	Lay inspector	
5565	Bimla Thakur	Team inspector	Foundation stage Science Art and design Design and technology Personal, social and health education
28200	Paul Stevens	Team inspector	Special educational needs English Geography History Religious education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pashley Down is a successful school which motivates children to learn. It provides a good quality of education and is highly inclusive of all pupils as a result of strong leadership. Pupils achieve well through the school because teaching and support are good, and standards by Year 2 are above average. The headteacher has an excellent vision and sense of purpose for the children. She and the deputy work in very effective partnership. All members of staff are highly committed to providing the best possible learning experiences for the pupils, and are supported in this by the effective work of the governing body. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well through the school so that standards are above average by Year 2.
- The school provides an excellent level of care and consideration which prepares pupils to learn.
- Children have a very good start in the reception classes. The curriculum is very good through the school. There is an excellent range of enriching activities outside lessons.
- Good lively and thoughtful teaching builds pupils' skills well through the school.
- Behaviour is very good overall; a few pupils have very challenging behaviour that is managed well. Teaching assistants make a highly significant contribution to pupils' learning.
- Leadership and management are very good and ensure key projects achieve the intentions.
- The governing body provides very good direction for school improvements.
- The partnership with parents is excellent and with the wider community is very good.

The school has made good improvement since the last inspection. The school has addressed the weakness in recording pupils' progress and has tackled other areas vigorously that were identified by the school through their very thorough review procedures. For example, provision in information and communication technology (ICT) is much improved through the expertise of the coordinators so that pupils are making good progress. The working conditions of the school office are also improved and administrative systems are more efficient as a result. Provision for special needs and further investment in teaching assistants are having a significant impact on learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	D	C	D	D
writing	D	D	D	D
mathematics	C	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.*

Standards in reading and writing were below average in the 2003 national tests and in mathematics were average. The trend in standards is in line with the national trend. Evidence indicates that the current Year 2 pupils are on course to reach above average standards in the national tests for 2004 because skilled teaching and high expectations challenge the pupils to learn. **Pupils achieve well throughout the school.** Children enter reception with broadly average attainment overall, although their skills in communication, language and literacy and in mathematics are a little below average. Standards of the work seen in the current Year 2 are above average in reading, writing and mathematics. The higher attaining pupils express their ideas clearly in discussion. Their writing shows good developing maturity in well-constructed sentences, often using imaginative language, and this demonstrates the impact of consistently good teaching. Standards in the other subjects meet or exceed the expectations. The quality of musical experience is a particular strength; children

sing with style in assemblies. Standards in music and in art and design exceed the expectation. Pupils demonstrate very good knowledge in religious education and their understanding of issues in personal, social and health education is also good. Pupils with special educational needs receive very good support and as a result make good progress.

Pupils have very good relationships together and **their personal qualities, of consideration for others for example, are very good.** Pupils listen intently to others who are explaining their ideas. **Their spiritual and moral development is very good, and their social development and appreciation of cultural ideas is good.** Most pupils take a very good interest in their work and have very good behaviour. The nurture groups and other forms of support are very effective in addressing the personal and behavioural needs of a small but significant minority of pupils so that their attainment improves. Pupils' attendance is good. They are punctual and keen to get to school, so lessons start promptly.

QUALITY OF EDUCATION

The excellent ethos and the high level of inclusive learning are significant characteristics of the school. **It provides a good quality of education. The quality of teaching is good.** Teachers provide many highly stimulating activities that promote active learning and engage the pupils. There is a good developing sense of using a problem-solving approach in teaching and learning so that pupils think more deeply about their work. The use of ICT to support learning has developed strongly recently through the coordinators' expertise.

The school offers a very good, broad curriculum. Experiences such as school assemblies, a special dance week, making biscuits or reading to an adult visitor provide depth as well as breadth to pupils' learning. As a result pupils grow in confidence at having a go without fear of failure or disapproval. The school makes very good use of the very attractive school grounds. Most activities offer a good level of challenge although on a few occasions this is not fully consistent for all groups of pupils. The provision for pupils with significant learning difficulties in literacy and numeracy is highly effective in promoting learning. The quality of care is excellent and has a profound impact on pupils' personal development. The partnership with parents is excellent. Many parents offer support which enhances the children's learning. The site manager is much involved in the life of the school, for example taking photographs of children dancing round the maypole.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher has an excellent vision for the quality of provision intended for all pupils which provides the driving force for school improvement and this is shared by all members of staff. Leadership is very good, for example the work of the deputy headteacher is highly effective in promoting the achievement of all pupils. Senior members of staff provide very good leadership; their very good management ensures provision and developments are monitored closely. The governance of the school is very good because members of the governing body challenge as well as support decisions. They ensure that the school complies with statutory requirements. Financial management is very good and the work of the school bursar is very effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly confident in the headteacher and have a very good opinion of the school that is well justified. The children benefit from the school's excellent promotion of good relationships. They express their high opinion of the school in their growing confidence and responsibility in learning.

IMPROVEMENTS NEEDED

There are no major areas for the school to improve, but it should continue to develop the work on on-going assessments in order to match activities to pupils' prior attainments for all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well through the school because strong nurturing provision and encouraging teaching are effective. Standards are above average overall by Year 2 through the good emphasis on early language and problem-solving skills.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage through the impact of good provision and this continues in Years 1 - 2.
- Pupils with special educational needs achieve well as a result of very carefully targeted support.
- Teachers' good emphasis on activities that open children's minds to the Arts and the world around them leads to standards that are above average overall by Year 2.
- Standards in reading, writing, mathematics, art and music are above average as well as their understanding of personal, social and health education. Standards in religious education are well above average.

Commentary

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

Standards in:	School results	National results
Reading	15.1 (15.6)	15.7 (15.8)
Writing	14.4 (13.9)	14.6 (14.4)
Mathematics	16.4 (15.8)	16.3 (16.5)

There were 91 pupils in the year group. Figures in brackets are for the previous year.

1. The trend in standards over the past five years is in line with the national trend. Standards in the national tests for pupils in Year 2 in 2003 were below average in reading, just below in writing, and average in mathematics, in comparison with both the national average and the average for similar schools. Evidence indicates that pupils are on course to reach above average standards in the national tests for 2004 because skilled teaching and high expectations challenge the pupils to learn. Pupils' from different ethnic backgrounds achieve in line with other pupils.
2. Children enter the Foundation Stage with broadly average attainment although their skills in communication, language and literacy and in mathematics are below average, since many children enter reception with little pre-school experience. The children achieve well, however, because the teachers place a strong emphasis on discussion and children's speaking and listening skills in the context of well-planned activities. As a result, the great majority is on course to attain the goals children are expected to reach by the end of reception in all the six areas of experience.
3. Within Years 1 - 2, teachers create a very good climate for learning that includes all pupils well and encourages them to be active learners. As a result, most pupils take a good interest in the activities, work together constructively and achieve well. Standards are above average by Year 2 in English and mathematics, and average in science. In English, teachers introduce pupils to books with lively characters and language that is expressed well to help pupils acquire good speech patterns and early reading skills. The good emphasis on reading for enjoyment and meaning, with a large number of voluntary helpers in school, promotes good gains in skills so that standards in reading by Year 2 are above average. The standard of pupils' writing is also

above average overall. The great majority of pupils know and use early conventions in their writing, such as capital letters and full stops. Most pupils work hard at their writing and are keen to express their ideas, having been motivated well by the wide range of experiences teachers provide. For example, the prayer during an assembly, written and read out by a child, demonstrated good technical construction as well as thoughtful ideas. The higher attaining pupils read fluently with good expression and write using imaginative language in well-constructed sentences and joined up hand-writing.

4. Standards in mathematics are above average by Year 2, including pupils' numeracy skills. For example, during an early activity using an unmarked number line, most pupils made reasonable estimates for the position of a marker. The teachers' good investigational and interactive approach encourages pupils to apply their skills to interesting tasks and as a result they achieve well. For example, most pupils have the skills and understanding to find the value of a missing number in a simple number sentence. Higher attaining pupils have a good understanding of the value of the digits in two and three digit numbers. They perform mental calculations into the hundreds confidently and are beginning to organise their results methodically when problem-solving. In science pupils have tested different fabrics to see how hard wearing they are, made a table of their predictions and findings, and interpreted them. Pupils also made close observations of changes to potatoes that had occurred over two weeks and made reasonable conclusions. The majority achieved well, although some higher attaining pupils were not very confident in making reasonable predictions. They were generally not secure in their understanding of the idea of a 'fair test' in relation to their investigation. In information and communication technology, pupils achieve well because they are taught through a well-structured programme which concentrates on basic skills within good links with other subjects.
5. Standards in art and design and in music exceed the expectations, demonstrating the value teachers place on pupils' creative skills and expression. Pupils have produced three-dimensional collages and lively paintings using bold, expressive colours. They sing with very good style and rhythm in assemblies and are learning to control how to make a pleasant sound on a variety of instruments. Standards in religious education are well above average, since pupils have a very good knowledge of religion and explain the meaning of symbols. Pupils have a good understanding of personal, social and health education. They are thoughtful in considering relevant issues and usually listen very sympathetically to others. A strong feature of the pupils' personal development is the appreciation of and empathy with others' efforts in explaining or performing something. Standards in most other subjects, where it was possible to form a judgement, are broadly average. Pupils' knowledge, understanding, and capacity to ask deep questions are well above the expectations of the locally Agreed Syllabus for religious education. They know several Old Testament stories as a result of the imaginative teaching and describe many of the features of a Christian church. Pupils' recall of facts in relation to other faiths is not as secure, although they clearly respect different practices.
6. It is a mark of the school's success with pupils with special educational needs that, by Year 2, half of them reach the average national standards in reading and writing, and eight out of ten attain them in mathematics. At present there are no pupils with English as an additional language at the early stages of learning English.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are very good.

Main strengths and weaknesses

- Pupils are happy and enjoy all of their experiences in school.
- They get on very well together and mix harmoniously.
- Almost all pupils behave very well.
- Spiritual, moral, social and cultural development is very good overall.

Commentary

7. Pupils are enthusiastic about their lessons and the various activities that they take part in. They take great delight showing their work and performing in front of others such as in assemblies. This is a tribute to the support they receive and the progress they make in raising their self-esteem and confidence during their time in the school.
8. Behaviour in lessons and about the school premises is almost always very good. Pupils are polite and their conduct is orderly, including those from minority ethnic backgrounds. Anti-social incidents are very few and are always quickly and very effectively dealt with by staff. There have not been any exclusions. Pupils co-operate very well, are tolerant and mutually supportive. They are proud to take responsibility and are very pleased when their accomplishments are recognised.
9. A small minority of pupils is not always able to exercise self-control because of emotional and behavioural difficulties. In most instances teachers manage the needs of these pupils well during lessons and occasionally call upon additional support. Special and separate help is provided for them in small groups several times a week in order to try to develop their social skills and self-management. The school achieves a good measure of success with this initiative despite limited resources.
10. Attendance is good because it is above the average for primary schools. It is closely monitored and the school has effectively maintained a similar level of attendance over a number of years. Absence caused by family holidays that are taken during term time is more than that usually found in primary schools. Almost all pupils arrive on time for the start of the school day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.2
National data	5.4	National data	0.4

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

11. The pupils are led to celebrate life in a variety of ways, for example pupils' from different ethnic backgrounds are welcomed for their broader experiences and are fully included in class discussions. Excellent displays about wildlife and things that grow are in abundance. Art and music are very well used to create vibrant experiences. Expressions of wonder, surprise and enjoyment frequently occur as teachers take up either planned or incidental opportunities to build awareness and understanding, for example by considering shapes in mathematics or using a magnifying glass to examine a coconut. Reflection about the plight of others promotes attitudes of concern and sympathy.
12. Moral conduct and the difference between right and wrong are very effectively communicated, promoted, recognised and celebrated. Circle times and assemblies very effectively reinforce appropriate attitudes. Well-publicised expectations and teachers' interventions contribute very well to pupils' clear understanding.
13. Pupils make good progress with their social skills. They take part with others in a wide range of activities for example in lessons, sport and class assemblies. They take on routine classroom tasks in a mature manner. They recognise that they and others have rights to be respected. Their interactions with senior citizens and charity support contribute well to their awareness of social situations.

14. Studies in many subjects contribute well to pupils' cultural awareness. A Greek day, maypole dancing, Victorian artefacts and links with schools in Africa and India are good examples of how the school seeks to promote cultural awareness. There are no nearby places of interest or worship of other religions so the school arranges for parents and visitors to share their knowledge and experiences of other faiths and lifestyles with the pupils.
15. It is a measure of the teachers' management skills, as well of the nurturing they receive in their work outside the classroom, that pupils with special educational needs have the same positive attitudes as the others. This includes those with behavioural difficulties for whom teachers have very effective strategies such as giving them special duties. These pupils sustain their calmness in the playground and dining room.

Exclusions

There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education with many very good features. Teaching and learning are good. The curriculum is very good with excellent opportunities for enrichment. The care and support pupils receive is very good and the school's links with parents are excellent.

Teaching and learning

The quality of teaching and learning are good overall. Assessment procedures are good and are used productively in most subjects to ensure that pupils achieve well, although this is not fully consistent.

Main strengths and weaknesses

- Teaching is consistently good for pupils in all year groups, including reception, and in most subjects.
- Pupils' needs are identified early, teaching assistants make a useful contribution in supporting individuals and groups, and meeting the identified needs.
- There is a high degree of parental involvement in the school, which is proving useful in supporting pupils' learning in school and at home.
- The school uses many innovative approaches to provide suitable support for pupils with a varying degree of special educational needs in class and outside.
- There is a recent thrust towards improving pupils' problem solving skills across subjects, which is helping pupils to think more creatively and apply their learning.
- The school has further work to do to ensure that assessment information is used fully in all subjects to support teaching and to raise standards.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	8 (18%)	28 (62%)	8 (18%)	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; figures in brackets show percentages where 30 or more lessons are seen.

16. It is clear from the table above that the majority of the lessons seen are of good quality, which occur in all areas of the curriculum. This represents good improvement since the last inspection.
17. The headteacher and key staff are very good role models for teachers and pupils, and have successfully influenced the quality of teaching and learning throughout the school. The headteacher provides clear guidance and encouragement to her staff in bringing about change into their teaching. All adults involved in teaching provide a good degree of encouragement and praise for pupils' efforts, thus helping to raise their confidence and self-esteem. Teachers have clear expectations in terms of pupils' behaviour and they use a variety of strategies to achieve very good results.
18. Lessons are appropriately planned and well linked to the earlier lessons, ensuring continuity and progression in pupils' learning. Often, successful links are made with other subjects, to make learning more meaningful. The cross-curricular use of literacy and numeracy is well promoted through lessons. Teachers use resources well to promote learning and to create an attractive learning environment for their pupils. Creativity is encouraged through subjects, such as art and design, music and design and technology. Often, classroom displays are interactive, encouraging pupils to read, think and make responses. The classroom displays show a good balance of pupils' work as well as the teachers' and gives good recognition to the work of pupils from minority ethnic backgrounds.
19. The good quality of teaching and learning for pupils with special educational needs enables them to achieve as well as other pupils in the school. Teaching is made all inclusive through appropriate levels of teacher intervention and through additional support mechanisms, such as the 'busy bees' and 'water rats' and through rotating activities, so that pupils have access to all that the school has to offer. Very good use of ICT was seen in an English lesson to support pupils with special educational needs, which led pupils to achieve well and make very good progress in the lesson.
20. Equality of opportunity is a strong element of teaching. Pupils' from different ethnic backgrounds are welcomed and are fully included in class discussions. At present there are no pupils with English as an additional language at the early stages of learning English who require special teaching support. A small number of pupils in the school have access to another language at home but are fluent in speaking English and achieving well in all areas of their learning.
21. There is good improvement in addressing issues that were identified in the last inspection. There is now greater challenge in lessons for higher attaining pupils in mathematics. Co-ordinators often collect samples of pupils' work, to have a shared understanding of the national curriculum levels. The school could still do more on a few occasions to challenge the higher attaining pupils. In science, opportunities for group-investigations are proving useful in increasing pupils' skills and their ability to communicate. Teachers' behaviour management strategies are effective in holding pupils' attention although occasional challenging behaviour distracts teachers from their usual good practice.
22. Assessment is good and has improved since the last inspection. Teachers' use of assessment information for planning further lessons is generally good because they know their pupils well through their ongoing assessments and organise activities on that basis. Pupils have some opportunities to carry out their own self-assessment, which for this age range is appropriate. Pupils have a good idea of how they are doing, but are not very clear on what they need to do in order to improve. Targets for improvement are set for pupils in the core subjects of English and mathematics, and to promote pupils' personal development and social skills. Pupils' progress in class is tracked well by teachers and the headteacher closely monitors progress across the school. Data analysis is detailed, particularly in mathematics, and is proving useful in calculating the extent of pupils' progress over time. The use of ICT to track progress of different groups of pupils' is an identified area for development.

23. The quality of teaching in the units for special educational needs is very good. The well-written plans for individual pupils lead to the provision of activities which help them learn. In this way, pupils have an equal opportunity to be included in what their class is doing. Within the classroom, pupils generally receive close support, although on a few occasions assistants are not always profitably employed during whole class sessions on the carpet.
24. The school has a very thorough system for assessing pupils for special educational needs which it uses to plan well-focused individual programmes of work.

The curriculum

The opportunities provided by the curriculum are very good. The school provides excellent opportunities for enrichment. The accommodation and resources are very good.

Main strengths and weaknesses

- Provision for special educational needs is very good.
- The quality of the curriculum is very good, with many interesting and challenging activities.
- Opportunities to learn from enrichment of the curriculum are excellent.
- Provision to ensure all pupils are fully included is very good.
- Accommodation and resources are very good.
- Provision for personal, social, and health education and education in citizenship is very good.

Commentary

25. There have been good improvements to the curriculum since the last inspection. These include making innovations in those subjects where opportunities for investigating and problem solving were lacking. Pupils now learn very well from practical activities, sometimes, but not always reinforcing their learning with written accounts. Planning pupils' work over the year and for lessons is more focused on what pupils need, and based on a thorough evaluation of the school's curriculum provision. Teachers make good links across the curriculum and include suitable resources illustrating multi-cultural backgrounds. Altogether, the school prepares pupils very well for their work in their next school.
26. The organisation of pupils into sets for English and mathematics provides very good opportunities for pupils with special educational needs. This, together with teachers' methods within the classroom, ensures that all pupils are fully included in curricular opportunities. The quality of language teaching from the special needs co-ordinator and her assistants is very high. Situated in what is known as the 'Busy Bees' unit, pupils engage in short, interesting activities suited well to their attention span. These include both challenging reading and writing activities and enjoyable games which develop pupils socially as well as academically. Even within this class, pupils are grouped according to their special needs. There are very good resources which include an inter-active whiteboard with sound and moving images which make pupils keen to read and discuss language. Consequently, pupils achieve well, using long sentences confidently relating to what they are learning. Similarly high quality provision is given to pupils who need help with their mathematics or whose social development needs nurturing. About half of the pupils with special educational needs progress so well that they reach the average national standards in reading and writing, and eight out of ten attain them in mathematics. This demonstrates the strength of provision very ably led by the co-ordinator. The aim is always to give outside support only as long it is needed.
27. The school provides an excellent range of activities to extend pupils' learning and personal development. All pupils have many opportunities to be included. There are clubs for sports, French, and computer technology, but also some like the nurture club which develop pupils' social skills and carry out work linked to the curriculum. High attaining pupils have access to extra challenging projects. Barnaby Bear is the well-travelled friend whom many pupils take with them on holiday, and learn by recording his exploits. Some pupils develop their musical

talents by learning the violin or 'cello. The school makes very good use of special projects to enhance the curriculum. These include a Book Week and an ICT Week. Pupils extend their learning in subjects such as science, history, geography and religious education, by making interesting visits and welcoming a large number of visitors, including a theatre group. The school is very outward looking and involves the pupils in community projects and events such as the Fruit and Flower Concerts which benefit local senior citizens as well as fund-raising to support children in other countries.

28. The grounds are excellent. They provide an outstanding number of safe facilities for pupils' physical and social development. Teachers, parents and friends have collaborated to develop a site of which they can be very proud. This includes a pond for developing pupils' learning in science, but also beautiful areas of shrubs and flowers. Pupils also have access to an allotment where they learn to care for plants which provide food. The caretaker and his staff work with the staff and governors to maintain and develop the buildings very well. Consequently, the furnishings, displays and range of high quality resources provide an environment in which the pupils flourish. Some of the classrooms are small, but teachers make good use of the space, and the outside space for the Foundation Stage restricts some opportunities for purposeful play.

Care, guidance and support

The school provides a high standard of care for its pupils. Support, advice and guidance are very good.

Main strengths and weaknesses

- The school provides a safe and extremely caring environment for the pupils.
- Special support is very good for pupils with learning and behavioural difficulties.
- The use of targeting to support improvement is capable of improvement.

Commentary

29. All pupils feel completely safe, valued and supported by the way they are treated. They are right to be totally confident about trusting members of staff. Teachers and helpers are excellent role models to the children and go out of their way to meet their needs. Pupils are encouraged to do their best, to help others and enjoy their time in school.
30. The school is extremely thorough in complying with child protection matters and is fully conversant with procedures regarding children in care. Matters of health, safety and welfare are very well implemented and the services of specialist health and education agencies are fully utilised.
31. New pupils go through a staged process of integration into the school and parents confirm that it is effective for them and their children and the pupils settle in well. Pupils are satisfied with the school and their views are sought and noted mainly through the weekly personal, social and health education lessons.
32. Extra lessons in literacy and numeracy are provided for pupils who have difficulty keeping up. A nurture group very effectively supports pupils whose emotional and behavioural difficulties make it hard for them to cope in normal classroom situations. These pupils are monitored very closely in order to match provision to their identified needs.
33. Several club activities provide extra opportunities for pupils, including those with higher attainment potential, to develop their knowledge and skills for example in reading, information and communication technology and French. Pupils have a good idea of how they are doing. Targets for improvement are set carefully for pupils in English and mathematics, and to support their personal development, although some pupils are not always very clear on what to

do in order to improve. The practice of providing different levels of challenging work and activities within lessons, in order that pupils of all capabilities have the opportunity to achieve according to their potential, is developing though is not consistently in place throughout the school.

34. The school's caring ethos strongly supports pupils with special educational needs. Teachers and their assistants make every effort to boost these pupils' self-esteem. Very good liaison between them ensures that everyone knows how pupils are progressing both socially and academically. In this way, there is a strongly co-ordinated approach to nurturing every one of them.

Partnership with parents, other schools and the community

The partnership between school and parents is excellent. The school has very good links with other schools and the community.

Main strengths and weaknesses

- Parents have a very high regard for the school.
- Parents are highly involved in the school's work and their children's learning.
- The school works very closely with other schools and uses the community very well to enhance pupils' academic and personal development.

Commentary

35. Relationships between the school and parents are exceptionally strong. The school enjoys a high level of constructive co-operation and support from the parents. Both parties work extremely well together as co-educators of the pupils.
36. Parents are right to be very pleased with the standard of education and care that the school provides. Some are delighted with the way the school has supported their children and the progress they have made. Parents have a high level of confidence in the school.
37. The parents' great sense of involvement in the school and their children's education owes much to the quality and frequency of communications. The weekly newsletter is very informative and friendly in tone and continuously requests the support of parents in various ways and it is readily given. The head teacher holds a termly surgery and is regularly accessible for consultation. Teachers are accessible daily. The school responds quickly and sensitively to parents' representations and takes full account of minority ethnic backgrounds.
38. Parents are provided with good details about what is to be taught and how they can support their own children. Family workshops are well attended and there is a library for parents. Parents support very well not only by very good attendance at parents' evenings, open days and their children's performances but with curricular activities, maintenance work in the grounds and raising substantial funds.
39. Parents are kept very well informed about pupils' progress. Annual school reports are very detailed and include targets for improvement and how parents can help. Parents are frequently consulted and their views are acted upon. Parents are included in working groups to review policies.
40. Pupils benefit very much from partnerships with other schools. Expertise and resources are shared amongst the cluster of schools of which the school is a member; for example the very suitable playing fields of an adjacent school are used for sports days. Pupils participate in joint activities with other schools and links with schools abroad are helpful cultural experiences for the pupils. The very close liaison with pre-school groups and the partner junior school ensure smooth and sensitive transition. Many student teachers undertake part of their training in the

school as a result of the school's arrangements with teacher training institutions and this generally contributes well to the quality of teaching and support in lessons.

41. The community is used very well for field visits to support various studies. Special partnerships with an allotment society and a water company contribute considerably to aspects of science and pupils' personal development. A business organisation helped pupils prepare a mosaic display. The pupils take part in local festivals and concerts. The local policeman and theatre companies visit the school. Pupils have lots of interactions with senior citizens and they also support well several charities.
42. There is very good liaison between the school and parents of pupils with special educational needs. The school provides very good information for them, and welcomes them to reviews of their children's progress. The school works very well with outside agencies to help parents support what is being done to develop the pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. Leadership by the headteacher is excellent and by other senior staff is very good. The effectiveness of management is very good. The quality of governance is very good.

Main strengths and weaknesses

- The school leadership is highly inclusive to adapt provision and learning in the best way for all pupils.
- The headteacher and deputy provide very successful and purposeful leadership so that there has been good improvement since the last inspection.
- Senior members of staff provide very good leadership for school initiatives.
- The management of and provision for special educational needs is very good.
- Members of the governing body take a highly active and considered approach to their responsibilities.

Commentary

43. There is a very strong team spirit amongst the staff to make the best possible provision for the children, deriving from the excellent vision and aspirations of the headteacher. The clear leadership strategy of focusing on pupils' personal development is successful in preparing them to learn and as a result they achieve well. The excellent spirit of care and consideration provides a secure and motivating context for all pupils to learn. The very good group arrangements for pupils with special educational needs are very effective and enable them to make good progress in their personal development, literacy and numeracy.
44. The senior members of staff give very good leadership and direction for school improvements through a shared vision for the pupils. Many good procedures are well established that promote effective learning and achievement. For example, year leaders convene weekly meetings to evaluate the previous week's work and plan further tasks. The programmes for pupils with special needs in literacy and numeracy are matched closely to learning targets. Good school assessment procedures are updated regularly and are used effectively to track pupils' progress. In addition the many examples of voluntary help blend with daily routines to give an additional push to standards. The senior staff give very good support and direction, and have good monitoring procedures to ensure that a sensible level of consistency is followed.
45. The headteacher is very sensitive in her approach to staff development. The procedures for performance management are well established and ensure that school as well as individual targets are met. In addition, in an example of very good practice, the headteacher holds individual discussions with all members of staff to ascertain possible areas for change or

development. The headteacher and other senior staff carry out regular lesson observations, and all teaching staff are involved in regular monitoring of lesson planning and pupils' work. These formal and informal arrangements create a thorough background for the school to agree annual key projects with the governing body, which form the basis of the school's effective development plan. Matters for improvement are identified and agreed through very good consultation procedures. There is a strong team and management approach by arranging that each key project has representatives from the staff and governing body. In this way the school has a continuous set of agreed innovations that are led and managed very well to completion. The process is balanced by effective subject action plans.

46. The special needs co-ordinator provides very good leadership in establishing a team approach to the pupils' education. She is very knowledgeable and always evaluating new ideas and resources which might improve provision even further. She is a very good model of management in the way her organisation supports all pupils' achievement, including those from minority ethnic backgrounds.
47. The governing body provides very good, committed strategic direction for school developments with pupils' welfare and standards in mind. Members have several good ways to become informed about the work of the school, for example through focused visits and analyses of results. They use their observations effectively to agree educational and spending priorities, for example in budgeting for a high level of teaching assistant support. Governors have good monitoring procedures to evaluate the effectiveness of their spending decisions, for example that the school office runs more smoothly and efficiently after recent improvements. The school's financial management is very good. The carry forward figure into the 2003/4 financial year is a little higher than usual because the school received additional funding for an extra class in Year 1. Governors have very good procedures to be actively involved in school priorities by serving on key project teams. They ensure that the school complies with statutory requirements.
48. The school's routine administration is managed efficiently by the secretary and bursar. The school is kept clean and attractive by the site manager who is highly valued and often involved in the life of the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	657,079	Balance from previous year	71,142
Total expenditure	611,005	Balance carried forward to the next	46,074
Expenditure per pupil	2,092		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision overall is good and has improved since the last inspection. Children enter reception at the beginning of the autumn term following their fourth birthday. They attend school on a part time basis until the term in which they reach their fifth birthday. The school tries its best to create a good balance of gender and age in the three reception classes. Occasional adjustments are made in these groupings when children move to Year 1, and children are prepared well for their transfer. Most children attend a playgroup or nursery before starting the school.

All children achieve well because the teaching is good, including those from different ethnic backgrounds. The curriculum is broad - incorporating a wide range of interesting and relevant activities linked to the recommended areas of learning for this age. Activities are appropriately planned, and generally well matched to the children's needs. The planning is good, and often very good in different aspects of children's learning. Assessment procedures are mostly good and include using pupils' profiles. All members of staff make daily observations of the children, both formally and informally. These are recorded on notelets and are fed into the weekly planning sessions to inform further teaching and learning. There is a place for reviewing how the assessment notes are organised to assist planning for all areas of the children's development. There is a good ratio of adults to children, ensuring that the needs of all children are met well. Children benefit from the additional support they get from parents - often parents visit the school on a regular basis. The parents' contribution is highly valued by the school. All adults work very well as a cohesive team and help to monitor the children's progress.

The accommodation inside is very good but the space outside is restricted, due to the sloping surface of the surrounding area. However, children do have continuous access to the small, but secure, outside area. Resources for outdoor activities are good and generally used well - depending on weather conditions. The learning environment is purposeful and attractive.

Children come into the reception class at different starting points with a wide range of ability. Attainment on entry is average overall, although the children's attainments in communication, language and literacy and in mathematical skills is below average. Children achieve well overall, and make good progress from their lower starting point in language and mathematics. The majority of children is likely to achieve the Early Learning Goals. Children's profiles suggest that fewer are likely to exceed the goals in literacy and mathematical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Attendance is very good.
- Children's attitudes and behaviour are very good.
- Children achieve well due to the good teaching and high expectations set.

Commentary

49. Children are very keen to attend. They know the routines well and settle down to tasks quickly, becoming fully involved, and showing their keenness to learn. They are happy, friendly and very well behaved. They receive very good care and support from all adults. Their concentration is good and social skills well developed. Relationships are very good. Children are confident when talking to adults, following instructions and attempting new activities. They participate well in their weekly 'circle time' to support personal, social and emotional

development. Developing a healthy and safer lifestyle is part of the PSHE programme. Rules are continuously reinforced by adults, children know what is expected of them and they soon learn to conform. The very good teamwork seen gives the children superb role models for co-operation.

50. Teaching is mostly good and often very good in this area. Teachers are successful in developing pupils' confidence to speak in a familiar group, and to learn about one another. Children are continually encouraged to feel good about themselves and believe that they are special. This helps to improve their confidence and self-esteem and encourages them to co-operate. Children are good at sharing and turn-taking in daily contexts, and put up their hands when answering a question. They are encouraged to clear up after the activities, and most do this without much prompting. Children treat each other with courtesy and respect. Adults use every opportunity to enhance children's development. Most children are in line to reach the expected goals by the end of the year and some are likely to exceed these.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills.
- Teaching is good and children achieve well.

Commentary

51. The majority of children is on course to meet the expectations in this area of learning, which indicates good achievement. In one lesson, the children's speaking skills were assessed to be slightly below average when talking with the whole class but were judged to be average in small groups because they became more confident. In this lesson, opportunities to enhance speaking and listening through open-ended questioning could have been developed further to encourage children to think and use complete sentences when they answer questions. In general, children are making good progress as a result of the many opportunities they are given to talk and listen.
52. The whole group sessions are useful in sharing reading through using 'big books' and talking about pictures and story characters. Children enjoy these books and listen attentively when a story is read to them. Children are encouraged to act out familiar stories, such as 'You'll soon grow into them Titch', through making use of props, repeated phrases and a logical story line. There are many opportunities for the children to look at books themselves and to read selected books to parents and other adults. In a lesson seen, the use of a visiting actress, and a 'talking partner' was useful in encouraging talk. Children enjoyed observing how the tongue moves to produce different sounds. Classroom displays provide good opportunities to develop reading skills. There is a good emphasis on learning to read the 'high frequency' words. Poetry and drama are used to good effect to stimulate children's interests. The teaching of phonics is systematic. There is a good emphasis on the recognition of sounds, and linking them with letters, to help children learn to read and write. Useful questions are asked to draw the children's attention to words that rhyme. Children's reading assessments are well recorded and are proving useful. Children's reading diaries show that they are making good progress. Most children are in line to reach the expected goals by the end of the year, and some are likely to exceed them.
53. There are many opportunities to write for different purposes. Children write, for example, 'what our mums or dads do to make us laugh', shopping lists and letters. They are encouraged to make their own books and write simple sentences, news or stories, mostly with some support from adults. Children write their name as a routine and recognise and write their address on their 'house books'. Handwriting is practised as a routine and there is a focus on improving the

accuracy of letter-formation. Children are learning to space out letters and to use a full stop, where appropriate, some are aware that a sentence begins with a capital letter. The computer is used well to support language development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a range of practical activities and make a good use of resources to develop children's understanding of numbers.
- Good opportunities are available to develop early mathematical language through the planned activities and daily routines.

Commentary

54. Teaching and learning are good. Activities are well organised and resources used productively. Children achieve well as a result. Most children are working at levels expected for their age. Children with special needs are well supported and make good progress. Teachers know their children well and provide a good level of individual support to meet individual needs. Members of staff make daily observations of the children and use these to help in weekly planning sessions for further teaching and learning.
55. Children sing familiar number rhymes to practise simple addition. Most children recognise numerals zero to ten, and order numbers correctly. They practise counting numbers to 20 in a range of contexts, and compare two lengths, using terms such as 'long' and 'short'. Through their role-play in the 'café', children are learning the value of small coins. Children are beginning to understand addition and subtraction through games and practical activities. More able children are introduced to number bonds to 20, and to practical problem solving.
56. Most children recognise and know the names of familiar two-dimensional shapes. Many children recognise familiar three-dimensional shapes and are aware of some of their properties, such as 'number of faces'. Children show a good awareness of symmetry in shapes and objects and make symmetrical patterns using coloured multi-links, bricks or pegs and board. They create symmetrical pictures by folding a piece of paper and drawing the second half.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a good programme of work in all elements of this area of learning.
- The school grounds and the locality are used particularly well to promote and extend the children's knowledge and understanding of the world.
- Children are confident and make a good use of the computer in their learning.

Commentary

57. Direct teaching was not observed in this area. Judgements are based on discussions with teachers and children, and a scrutiny of children's work samples and planning documents. Overall, teaching and learning are good, often very good in relation to science. Children achieve well. A variety of interesting activities is planned to stimulate children's curiosity and to enhance their understanding. They learn to make close observations, talk about them and ask

relevant questions as a result of the very good planning and teaching in science. Most children are working at least at levels expected for their age. (There are no records to indicate if children are exceeding in different aspects.) Children operate the computer effectively, often on their own or in pairs. They use the mouse well to pick up the 'Teddy's clothes' and drag them appropriately to dress or undress the teddy.

58. There are good opportunities to learn about 'growth' by planting seeds and making close observations. Children experience working on class allotments co-operatively with their 'allotment buddies' and talk about the jobs that need doing. They have learnt that plants need water to grow and the name of different parts of a plant. Children are encouraged to investigate objects and materials by using all senses. They investigate which materials float, and which sink. As a group, they make a 'Senses walk' through the school's allotment and discuss what they see, hear, smell or feel. Children are encouraged to find out about their environment and talk about those features they like or dislike. It is clear from the evidence that children are learning to take good care of their environment.

PHYSICAL DEVELOPMENT

Provision in physical development is **good** and there are strengths.

Main strengths and weaknesses

- There is access to a lovely hall for structured lessons.
- There is continuous access to an outside play area, which is used well.
- A variety of outside sessions take place, with different areas of focus.

Commentary

59. Children have access to a range of directed and undirected activities, which provide good opportunities for developing their physical skills. They have good opportunities to play outside in a range of environments, including the adventure playground, the quiet area, the wildlife garden, and the field. Children have regular access to the fixed play-equipment, and frequent access to wheeled toys. They also have the facility to play games which do not require any equipment. Children receive talks from staff about the need to be active in order to have good health, and they learn why exercise is good for them. In class, children develop their manipulative skills well by handling dough, scissors and brushes and through using small construction equipment with dexterity. Cutting, sticking, painting, rolling and kneading are part of their routine activities.
60. Teaching overall is good. Children's standards are as expected for their age, and achievement is mostly good. In structured lessons in the hall, the development of skills is through dance, gymnastics and games. A hall session observed during the inspection was very well planned. Children enjoyed the lesson and responded well to the teacher's instructions. They participated well in all the activities, although noisy at times and lacking in concentration. Children used a range of small and large equipment sensibly, such as hoops, balls, hockey sticks and the skipping ropes. There was generally good awareness of space and of others. Children learnt to throw and catch well, and made a good use of the space when the teaching became more focused. By the end of the lesson, they were better at throwing their beanbag at a target and balancing it on different parts of their body.
61. Direct teaching was not seen in **creative development**. It was not possible, therefore, to make an overall judgement about the provision or standards, but the work on display and the teachers' planning indicate that standards are as expected and teaching is at least good. Children frequently sing songs, often with actions, and they have good opportunities to explore percussion instruments and a range of sound-makers from their 'sound baskets'. The planning framework shows a structured programme of work for music. Children are learning to recognise repeated sounds and developing the skills of making long and short sounds with

voices and instruments. During the inspection, children were observed using the role-play areas without direct supervision. Children enjoyed their role-play and acting out familiar stories. Role-play areas have different themes, for example, 'the café' or 'the baby clinic'. These areas are successful in developing children's imagination and in consolidating what they learn through directed activities. Children's artwork is of good quality, for example their collage work displayed on classroom walls. They explore different media and materials. Children's paintings and seaside pictures show that they have been exploring colours and mixing them with water to get different shades of blue. There are many opportunities to draw, paint, print, and to create three-dimensional models. Children also use simple computer programs to create their pictures.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards by Year 2 in reading and writing are above average.
- The quality of teaching is good.
- Provision for pupils with special educational needs is very good.
- Leadership and management of the subject are good.
- There is a very strong partnership with parents and the local community in support of reading.

Commentary

62. Standards in English are above average overall by Year 2 and pupils achieve well because good subject leadership, confident teaching based on good subject knowledge and high expectations are effective. This indicates good improvement since the last inspection. Children's attainment on entry to reception is below average in communication, language and literacy skills, underlining the strong impact of good provision on standards by Year 2.
63. Standards of speaking and listening in Years 1 and 2 are broadly average overall. Pupils of all attainments usually listen attentively in whole class and group sessions, particularly when another pupil is explaining his or her ideas. They are able to interpret phrases and explain something of what they enjoy when the teacher shares a poem with them, as in 'You can jump like a kangaroo'. Teachers are using effective strategies increasingly that encourage pupils to communicate with others, using talking partners, for example. Most pupils talk happily with their nearest friend, using communication skills appropriately to respond to their ideas and questions. A few pupils tend only to think of what is in their mind rather than taking account of others' suggestions. Some opportunities to encourage pupils to reason and to explain their ideas are missed when questions only ask for factual information. Pupils demonstrate more confidence when speaking in a group setting, where they use everyday speech, rather than in whole-class sessions where there is a greater expectation that they will use standard English. The teachers provide very good role models in all subjects of good, well-expressed English.
64. Standards of reading are good by Year 2. The school's reading records show that in general, pupils are reading more demanding books than at the time of the last inspection. Teachers employ a good range of strategies to encourage a love of books and to gain confidence with early reading skills. Pupils develop good skills to decode the text because teachers and other adults are skilled in building up phonic knowledge and letter strings. There are very good arrangements to hear children read. Pupils describe the plot of a storybook, for example, in sufficient detail for the listener to understand the main points. Pupils read for meaning through good teaching and the higher attaining pupils read fluently and with good expression. Pupils use several strategies to help themselves with new words, indicating thorough attention to

early skills. Average and lower attaining pupils interpret the behaviour of characters recognising, for example, whether the wolf was likely to be telling the truth in what he said. This, for pupils in a Year 1 class, was sophisticated interpretation.

65. The standard of pupils' vocabulary, expression and skills in writing are above average by Year 2 because good teaching combines careful progression of skills with good choice of literature in both Years 1 and 2. In a very good lesson in Year 1, for example, pupils enjoyed the repeating phrases and rhymes of a movement poem which acted as a good model for their own writing. The pupils enjoyed the challenge, writing phrases such as 'chasing cheetah' and 'climb like a spider'. In a further very good lesson in Year 2, the teachers very good subject knowledge prepared pupils very well to write up an account of an imagined visit to a local steam railway. The pupils' were highly motivated to write and with support many pupils wrote at length with good expression. The higher attaining pupils' writing showed good developing maturity in well-constructed sentences, often using imaginative language, and demonstrated the impact of consistently good teaching. A few pupils inserted speech marks and other higher-level punctuation. Evidence from pupils' previous work shows that pupils understand how to adapt their writing for different audiences. Some writing is lively and colourful. Some writing shows advanced understanding of logical explanation, for example in setting out the rules and strategies of a game. Pupils are also becoming familiar with early library skills through opportunities to select books and they apply these skills through writing in history and geography.
66. The quality of teaching is good, matching pupils' good achievement through the school. All teachers benefit from the expertise and understanding that the subject leaders bring so that the subject is structured well and matched to pupils' interests. In one lesson, for example, the teacher skilfully captured pupils' imagination by stating that the wolf would be visiting their class, which promoted very good speaking and listening as pupils discussed his anti-social behaviour. Teachers generally demonstrate good subject knowledge and a personal interest in books that promotes children's own interest. Their questioning is thoughtful, usually focused well on helping pupils to interpret the text as well as to build basic reading skills. Teachers are highly inclusive in the questioning, providing less demanding questions for some lower attaining pupils and posing challenging questions at other times. Teachers' behaviour strategies are usually, but not always, effective in maintaining pupils' good attention, which is also promoted through the good choice of literature. Pupils with special educational needs receive very good teaching. The school's organisation into sets has great benefits for them and for others. In what is known as busy bees, several trained assistants and the teacher provide diverse games and activities which enable the pupils to achieve well in their use of spoken and written language. Children receive a graded programme of reading support depending on their needs and are identified for more intensive support and greater frequency as appropriate through the good assessment system. Teachers make very good use of a computerised projector which gives moving images and voices to develop pupils' reading and thinking and generates considerable enthusiasm to learn. The subject leaders make a very good contribution to language development so that provision and standards have improved since the last inspection and have a significant impact on standards.

Language and literacy across the curriculum

67. The topic approach to learning leads to good use of literacy across the curriculum. Pupils write imaginatively as if they were Samuel Pepys at the time of The Fire of London. They make use of their computer skills to record their poems. They report their geographical research into people's lives in an African village. They write accounts of their visit to the Science Centre. All these activities give their writing a purpose and enable them to apply their skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average by Year 2.
- The quality of teaching and learning is good.
- The subject shows good improvement since the last inspection.
- The good choice of activities promotes pupils' problem-solving skills as well as basic numeracy.
- The leadership and management for mathematics are very good.

Commentary

68. Standards in current work are above average by Year 2 and pupils learn well because teachers' good exposition and strategies challenge pupils to think. Within Year 1, pupils demonstrate satisfactory numeracy skills. In a very good lesson, for example, most pupils found the correct answers to subtraction questions which had considerable challenge because the teacher phrased them in differing ways. In another lesson the lack of suitable counting apparatus led to pupils making several slips in finding the complements of 10, although they improved with practice. The starter activities relate well to the main tasks and in a good lesson, pupils demonstrated satisfactory skill in finding an unknown number, such as $9 + ?? = 15$. Pupils used their counting skills satisfactorily although several showed that they lacked confidence in using resources correctly, indicating insufficient general attention to modelling the ideas with apparatus.
69. By Year 2, pupils demonstrate good gains in skills and understanding overall and their numeracy skills are good, although there is a very wide range of attainment. In a lesson for pupils with special educational needs, the group teacher's patient but firm approach helped them to build early number bonds from odd numbers, as in $3 + 5 = 8$, although few understood the general result that totals are always even numbers. In a good class lesson, the teacher's thorough and well-structured explanations about using the fewest coins to make up an amount prepared pupils well for independent work. Most pupils were methodical in building the denominations to 20p or beyond and several pupils recognised emerging patterns. The higher attaining pupils demonstrated good numeracy skills but tended to be set on finding simple totals using any five coins rather than investigating patterns. In a further, excellent, lesson the teachers' strategy of involving the pupils directly in turning their bodies through quarter or half turns resulted in good understanding about angle. Pupils made a model paper right-angle confidently and tested a variety of shapes around the room with good understanding.
70. The subject shows good improvement since the last inspection. The quality of teaching is good overall and has a strong impact on pupils' achievement. Teachers have good subject knowledge that they apply well in their explanations and discussions. Lesson planning is good and the subject draws suitably upon national guidance. Tasks are usually matched well for the attainments of all groups of pupils and reflect the teachers' high expectations. Teachers are observant of the pupils, are highly inclusive in their approach and on-going assessment is good. There is a good developing emphasis on problem solving which challenges pupils to reason about their answers. This approach, and the very good relationships with their teachers, encourages pupils to have a go without fear of being wrong so that learning is positive. On a few occasions resources are not made available sufficiently to secure pupils' understanding. The teachers maintain pupils' attention very well through their very good behaviour strategies so that pupils usually have good attitudes and behaviour. A small minority of pupils has challenging behaviour that is managed very well. The teaching assistants play a significant role in helping those pupils who find concentration, good behaviour and the activities difficult. The subject leader has a very good understanding of the role. She provides clear direction and support based on good knowledge derived from

thorough monitoring procedures, including lesson observations. There are good whole-school assessment systems to track pupils' progress.

Mathematics across the curriculum

71. Children meet and use mathematical ideas and skills in a wide variety of ways. In design and technology, for example, pupils measure and fit materials during their constructions. In science pupils observe plants and make tables of results. In physical education they learn to use space and to clap twice before catching a ball. In all these activities teachers help to make mathematics relevant and an effective means of communication.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a good focus on developing investigative skills through the work.
- Pupils achieve well as a result of the good teaching and support systems.
- Pupils take active part in their learning and are well motivated.
- Pupils are involved in discussions and their recording skills are improving.
- Data handling is increasingly being used to record pupils' findings.
- The use of assessment requires further emphasis on raising standards.

Commentary

72. Lesson observations, work samples and discussions with pupils and teachers indicate that standards by Year 2 are average. This is the same as was found in the previous inspection. No differences were observed between the achievement of boys and girls. Pupils with special educational needs, and the small number of lower attaining pupils getting additional support, make good or very good progress. There is relatively less challenge and support for higher-attaining pupils through the planned activities. For example, pupils of all abilities do the same tasks, although with varying degree of support, and this restricts opportunities for higher attaining pupils to achieve even better. Pupils' attitudes and behaviour are generally very good. Some improvement is expected this year in the teachers' assessments in science as a result of the greater emphasis that is now placed on improving skills in 'scientific investigation and enquiry'.
73. Pupils in Year 1 have a good understanding of the 'life processes and living things'. They know that animals like humans move, feed and grow into adults, reproduce and need food to stay alive. They have planted seeds and have learnt what plants need in order to grow. Pupils are aware of the animals that may be found in their school environment and have classified animals according to their attributes. Teachers make good use of the large-text non-fiction books to help find out scientific facts and to increase pupils' scientific vocabulary. In the lesson seen in Year 1, pupils were very enthusiastic in learning about the 'life cycle of a frog', and took an active part in class discussions. They showed their disappointment when they could not find any frogs or frogspawn in the pond, when they went out for an observation. Some of their investigational work shows that they have classified 'healthy and unhealthy foods' and represented this information in a graph, using their data-handling skills well to represent the information in a graph. Similarly, they have investigated 'which exercise makes their bodies work hardest and how do they know this', and have recorded their findings, using a computer-generated graph.
74. Pupils in Year 2 have carried out a series of investigations on 'materials and their properties', and have achieved well. Some of their work samples show that they have tested different fabrics to see how hard wearing they are, and made a table of their predictions and their

findings. Pupils' work on 'physical processes' includes making different electric circuits and testing different objects to see if the electricity will flow through. In the lessons seen, pupils were involved in carrying out their group 'potato investigation' to find the best conditions for storing potatoes. Pupils made close observations of changes that had occurred over two weeks and made reasonable conclusions, based on their measurements of the potatoes and recorded their findings. In these lessons, the majority achieved well, although achievement was less evident for higher attaining pupils in relation to their ability. Some higher attaining pupils were not very confident in making reasonable predictions or putting forward their own ideas. They were generally not secure in their understanding of the idea of a 'fair test' in relation to this investigation.

75. Teaching and learning are good, both in Year 2 and in Year 1. The quality of teaching and learning has improved since the last inspection as a result of the greater emphasis that is now placed on developing investigative skills, including opportunities for planning and recording investigations, making predictions, drawing conclusions and handling data. Pupils take a more active part in their learning. Strength in teaching includes good planning with clear learning objectives that are shared with pupils. Teaching is made interactive through questions and answers. The teachers' good subject knowledge is evident through references that are made to developing the concept of 'fair testing'. Health and safety issues are well taught and teachers make an effective use of resources, including the school grounds and the allotments - a significant strength of teaching in science. Relationships are very good and the teamwork thrives with support from teaching assistants and parents, who often support within the classroom, and in allotments as 'buddies'. The main weakness in teaching is the lack of sufficient challenge in some lessons for higher attaining pupils through more demanding activities that are planned in advance. There is satisfactory use of the computer in science.
76. The curriculum is well balanced and made more interesting through the productive use of the school grounds and the allotments. Pupils have opportunities to plant seeds and compare their growth, make seasonal observations and to recognise features of living things in the natural world. The subject is well led and managed. The action plan shows appropriate priorities for development, based on monitoring and evaluation of the work over previous years. Good progress has been made towards the action plan, although there is no reference to develop the use of ICT in science. Teachers' planning is monitored well but there is informal monitoring of teaching in science. The subject leader's role could develop further with more opportunities for monitoring teaching through direct lesson observation. Pupils' progress is tracked well through using the science assessment sheets although the information gained could be used more effectively to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils are achieving well because teaching is good.
- There is a good programme of regular sessions to teach pupils basic ICT skills with good subject links.
- There are many good applications of ICT in other subjects.
- The subject leaders give good direction for developments.
- There are good applications of ICT to support teachers' administration.

Commentary

77. Pupils achieve well because they are taught a very carefully structured programme that concentrates on basic skills combined with relevant and worthwhile links with other subjects. Standards are broadly average by Year 2, maintaining the position at the time of the last inspection. The indications are that the present Year 1 pupils are on course to exceed the

expectation when they are in Year 2. This is because they are benefiting from good, regular access to the facilities, coupled with the support of good teaching and a specifically designed scheme of work.

78. The arrangement for half classes to be taught in the computer suite is effective. Pupils receive close attention which is directed well to their specific learning needs. Pupils are building skills confidently by having a good choice of task that usually interests and challenges them. In Year 1, for example, pupils used the shift key to type capitals, and the return, delete and cursor keys with growing confidence. Most pupils demonstrated satisfactory skill, and with practice and application they typed five to ten words rhyming with cat. In Year 2, pupils were motivated to create a poster by inserting a picture into a text file. Most pupils located a picture and followed the steps with satisfactory skill. The teaching assistant set high expectations of the pupils to be independent and to print their work. Their good attitudes and behaviour helped their concentration and most pupils completed the tasks satisfactorily. Pupils are using several skills and facilities, for example changing the font and colour of a poster heading to create effect. In another classroom, the teacher used the screen projector successfully to develop word processing skills. Her good problem-solving approach maintained pupils' attention well and encouraged pupils to explain certain steps in some detail. Pupils' previous work shows satisfactory standards and a good variety of relevant activities, with indications that standards are improving.
79. The teaching assistant has good subject knowledge. She explains tasks clearly and gives direct help to pupils where needed without actually doing the steps for the pupils. Planning is good and her assessments provide a suitable way to record pupils' experience and progress. Teachers use ICT increasingly to reinforce skills and to support work in other subjects. Teachers are confident in using the facilities. The subject scheme of work provides a good structure and is supported well by the subject leaders. The leadership and management of the subject are good, the deputy headteacher having given considerable time and used her very good expertise to return the computer system to good working order after a period of frustration. There is a comprehensive action plan to promote and manage developments.

Information and communication technology across the curriculum

80. There are many examples where ICT is used effectively to enhance pupils' learning. Teachers use the screen projector confidently to introduce lessons, setting out their progression of ideas and illustrating it clearly with good visual impact. All computers in classrooms are networked and teachers frequently arrange for pupils to work at the computer as one task alongside others. The choice of programs seen in lessons was relevant and provided good experience and reinforcement.

HUMANITIES

History and Geography

Provision for history is **good**. There is insufficient evidence to make a reliable judgement about geography.

Main strengths and weaknesses

- Attainment is above expectations so that pupils achieve well.
- The quality of teaching is good which leads to very good attitudes in pupils.
- The curricular opportunities for pupils are good in geography.

Commentary

81. By Year 2 pupils have a knowledge and understanding of history which is above expectations. This represents good achievement. Most of them make a clear distinction between present

and past ways of life. Pupils speak about events during The Fire of London, for example, and explain how they happened. They recall facts and appreciate that Samuel Pepys's diary was important evidence. Pupils appreciate that books are important but that we learn directly from accounts passed from person to person, and examining artefacts, tombs and treasures.

82. Only two history lessons were observed and they were both good. The lessons and an interview with pupils indicate that teachers use their detailed knowledge to stimulate a deep interest in the past. Teachers also use good resources to encourage pupils to think and apply reason. For example, in a lesson to compare past and present ways of life on the downs, the teacher asked pupils to consider what an object was used for. They responded by describing the shepherd's crook and trying to explain its design by making deductions from their observations. In the other, which was very well prepared, pupils learnt to make decisions about past and present toys in relation to which age group they suited. This included everyone in detailed discussion so that they all learnt to reason carefully. When pupils carried out group work, learning support assistants provided good support to pupils with special educational needs. There has been good improvement in history since the last inspection. Standards of attainment have risen along with the quality of teaching. A system for assessment of pupils before making plans is now in place.
83. Direct teaching was not observed in geography. The commentary is based on discussions with teachers and pupils, and a scrutiny of pupils' work samples and planning documents. Children are enthusiastic about the subject and talk eagerly about their experiences and ideas. Planning for geography shows that the subject offers a good range of stimulating experiences. There is evidence of some good quality work in pupils' work samples. The pupils learn about the effects of the weather when tending to their allotments. They make educational visits to the downland behind the school, local churches, a sheep farm and the seafront all of which extend their understanding of geographical features. The pupils also take Barnaby Bear on holiday with them and provide written and photographic information about his holidays, usually contrasting with the conditions at home. A recent Greek Week enabled the pupils to learn about modern and ancient Greece, and included a pretend flight there and back, complete with passports, suitcases and the site manager in the role of pilot. The pupils take a continuing interest in a kindergarten in Nagpur, India, and in a junior school in Madras, which adds valuable insights into life in another place. Representatives from both these schools have visited Pashley, and the pupils help to raise funds to support their children. Last year, in Dance Week, the pupils took part in dances from Africa, India and England, helping them to become familiar with other customs and lifestyles. Artefacts from many different countries are displayed around the school and in classrooms. The co-ordinator ensures that the geography curriculum includes a good number of experiences for pupils which enhance their learning.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils' attainment is well above expectations.
- The quality of teaching and learning is good.

Commentary

84. By Year 2, pupils' knowledge, understanding, and capacity to ask deep questions are well above the expectations of the County Agreed Syllabus for Religious Education. They know how the Bible is set out, and a number of Old Testament stories, such as the accounts of the life of Moses. This results from the imaginative way teachers involve pupils through good use of drama which pupils thoroughly enjoy. They retell the story of the Prodigal Son in good detail and appreciate how the father and brothers felt. Pupils also describe many of the features of a Christian church and explain the symbolism of the Cross and bread and wine. Pupils' recall of

facts in relation to other faiths is not as secure, although they clearly respect different practices. Pupils eagerly discuss religious matters. They want to know if there is a heaven, and if Jesus was like a 'normal human being'. Pupils state which behaviour is always right or always wrong, and explain why Jesus taught that people should show love towards their enemies.

85. Teachers' lessons are mostly good or very good. Teachers plan them on the basis of thorough subject knowledge and, as well as drama, use methods which stimulate pupils to reflect. For example, in a lesson to impress upon pupils how each one of them was special, the teacher passed round a box with the secret contents meant to contain something very precious. On opening it, pupils discovered that they were looking at themselves in a mirror. Thinking about special people prompted one pupil in another lesson to say: "My Mum's special because she gave me a part of her". On a few occasions, teachers could make better use of learning support assistants to help pupils with special educational needs to enable them to take a full part in a lesson.
86. The headteacher is temporarily leading the subject. She has ensured that the subject continues to develop and consolidates pupils' learning through assemblies which encourage pupils to think deeply. These assemblies, whilst not part of the curriculum, extend pupils' knowledge, understanding and their search for meaning. Like the school's religious education, they make a very good contribution to pupils' spiritual, moral, social and cultural development. There are a number of good resources to support pupils' learning. The current system for assessing pupils is adequate but not well developed if they are to be helpful in planning lessons. However, the subject has improved well since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. Only two lessons were seen in art and design and in design and technology and a further two in music. Through looking at the lessons, pupils' work samples, displays across the school, and photographic evidence, it is evident that the provision in these subjects is good and there are strengths. Discussions with the co-ordinators about their work and an examination of the school documents provide additional evidence to support judgements. Teaching is good overall, and at times very good, leading to pupils achieving well. Standards are at least as expected for age, often better in art and design, and exceed the expectation in music. Pupils are developing good visual perceptions, and skills of investigating and making, and improving their ability to evaluate their end products. In music, pupils have a well-developed sense of pitch and rhythm, and are learning to control the quality of sound they make on instruments. There is good improvement from that recorded at the time of the previous inspection, particularly in design and technology and in music, in relation to standards, the quality of teaching and learning and in providing a wider range of learning opportunities for pupils. Schemes of work are now in place and the curriculum is more balanced for art and design and for design and technology. Assessment and record keeping in these subjects do not clearly indicate how well pupils' knowledge, understanding and skills are developing. There is a well-structured scheme of work for music.
88. Teachers' planning, schemes of work for year groups and the classroom displays show that work in **art and design** is varied and interesting, making a significant contribution to the excellent school ethos and learning environment. Teamwork in art was clearly evident in the two- and three-dimensional displays that were seen across the school. Some of the displays incorporated striking pictures of birds or animals, often linked to pupils' class names, showing the use of a range of techniques of designing and making, and using a variety of media. Some of the work was inspired by that of famous artists from different periods and cultures, for example, pupils' 'mixed-up faces' inspired by the work of Picasso. African art and designs have been studied to create animal pictures in similar styles. The good attention paid to developing painting skills was a feature of a lesson seen in Year 2, where pupils achieved well because of the teacher's good demonstration and high expectations. Pupils experimented on mixing powder paints and water in different proportions in pallets to get a range of shades of

blue and green, showing a good brush control, and achieving wavy lines and textured patterns for their seaside collage. Pupils in Year 1 had good opportunities to feel and work with clay as well as play dough. They enjoyed moulding, cutting and engraving designs on their tiles, using a variety of tools and learning about some of the properties of the materials used. Pupils achieved well and increased their skills of evaluation.

89. In **design and technology**, pupils are gaining experience of working with a range of materials and techniques, and developing the expected subject skills through designing and making a variety of products. Pupils in Year 2 were planning and making structures, such as a lighthouse, a band stand or a pier, using re-cycled materials and construction components. Pupils were inspired by the very good design models that had been made by their teacher and, as part of a group, succeeded in achieving models that could light up. Pupils applied their knowledge of making electric circuits well to light up their models, and made reasonably good written evaluations, suggesting changes they would like to make in their next attempts. Pupils in Year 1 designed their own 'cup and ball game' by deciding which materials and techniques to use. They could explain how they had joined the materials to get the desired effect, and changes they could make in their designs to make the toy work more effectively. There was a good balance between the teacher directing pupils, and pupils taking their own initiatives in planning designs and making investigations, and reaching their own conclusions. Teachers generally make a conscious effort to encourage pupils to evaluate their work and that of their classmates. As a result, pupils are increasingly reflecting on their designs and the end products and thinking in creative ways how to improve them.
90. In **music**, pupils experience a very wide range of musical styles and opportunities through a combination of a well-structured scheme, special events and music played in the normal course of the day, such as during assemblies. The evidence indicates that pupils achieve well in music and that by Year 2 standards exceed the expectation. Two good lessons were observed in Year 1, where pupils listened carefully to a tape recording of musical instruments being played. Many pupils recognised and interpreted the sounds, although fewer were able to name the instruments. The class teachers' high expectations of the pupils and the positive relationships helped sustain pupils' concentration well. Their good questioning and explanations demonstrated good background subject knowledge and promoted good achievement amongst the pupils. The pupils played selected instruments enthusiastically and, through the good demonstrations on how to play and produce a pleasant sound, pupils improved their playing technique - keeping to time better and producing a more even and lighter touch with the tambours. Pupils in Year 2 have weekly singing sessions with a voluntary helper, although it was not possible to observe a music lesson in Year 2 because none was taking place on the days during the inspection. The quality of pupils' singing is particularly good. They sing in good style, and keep to pitch well with a good sense of rhythm. They respond to the very good adult lead by producing good quality choral sound with clear phrasing, holding the note well at the end of a line or verse. These varied experiences are brought together very well in school productions, special events and assemblies. During a ceremony to crown a May King, for example, pupils sang with good expression while others played a selection of instruments, showing good control to produce a lively accompaniment that blended beautifully with the singing. Recorded examples of pupils' previous compositions and productions confirm the high priority and quality of musical work in the school, promoted through the especial talents and leadership of the headteacher. Music plays a highly significant role in the school in shaping pupils' personal development and in providing a framework to appraise the quality of aesthetic experience.
91. In **physical education**, standards meet the expectation by Year 2. The school provides a good range of formal sports and enriching activities through the year so that pupils develop their skills progressively over time. In a well-managed lesson in Year 2, for example, the teacher set high expectations of the pupils and added more challenging tasks through the lesson so that pupils achieved well. Most pupils had the skills to throw a ball up, clap their hands at least once, and catch the ball again. Pupils enjoy physical education, and work hard to improve their skills with good attitudes and behaviour. The quality of teaching and the

curriculum is good so that pupils experience success. This has a strong impact on their self-esteem. The excellent grounds include outside play facilities which enable pupils to develop their skills and confidence. The adventure playground is used well to extend pupils' skills. The well-managed Jump Ahead programme also offers valuable opportunities for enjoyment and skill development, and teachers incorporate the related skills usefully into their own lessons. The enthusiastic coordinator has developed a good assessment system which helps to build a comprehensive picture of pupils' aptitudes.

92. In all these subjects, the role of the co-ordinators is strong. They are knowledgeable and are enthusiastic about leading their subject and providing in-service training for their colleagues. There is a clear overview of the whole-school strengths and areas where these subjects could develop further. The subjects benefit from the good level of resources that are made available, which are well organised, and are particularly rich for music. The accommodation is very good, as is its use in creating a stimulating setting for pupils to learn and expression of quality for the school community. Good use is made of the digital camera in keeping a record of pupils' work. The use of ICT to support learning in different contexts is at an early stage of development. Monitoring and evaluation are good overall because the subject leaders are clear about the quality of experience and provision intended, but the monitoring of teaching and of pupils' standards could be strengthened further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. The provision for **personal, social and health education** (PSHE) and **citizenship** is very good and underpins all areas of the school's work, including science and pupils' work in the allotments. There is a high emphasis on developing pupils' personal and social skills and building a spirit of trust and co-operation through planned lessons for the 'circle time', school assemblies and through religious education lessons. The programme for PSHE is well structured for all year groups and includes work on developing health, sex and relationship education as well as personal safety. The programme helps pupils develop a safe and healthy life style, gain confidence and develop good relationships and respect for others from different communities. The lessons seen in PSHE were particularly helpful in re-enforcing the school's 'golden rules' and developing turn taking habits, good behaviour and responsible attitudes. There was sensitive handling of serious issues, such as bullying. Teachers encouraged pupils to reflect on their personal feelings and express them clearly in a whole group situation. The school is working towards achieving a 'Healthy Schools' Award' - an important part of the school's improvement plan. The programme is well supported by parents and outside agencies.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
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).