

INSPECTION REPORT

PINE RIDGE INFANT AND NURSERY SCHOOL

Camberley

LEA area: Surrey

Unique reference number: 125064

Headteacher: Mrs. L. Abell

Lead inspector: Mrs. J. Cousins

Dates of inspection: 26 - 28 April 2004

Inspection number: 257196

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
Number on roll:	91
School address:	Esher Road Old Dean Estate Camberley Surrey
Postcode:	GU15 4AW
Telephone number:	01276 23207
Fax number:	01276 675389
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. John Lillicrapp
Date of previous inspection:	7 June 1998

CHARACTERISTICS OF THE SCHOOL

Pine Ridge Infants and Nursery is a small school which serves the outskirts of Camberley. Most pupils' families live in rented houses, but a few live in privately owned homes. Pupils' attainment on entry is well below average and above average numbers are identified as having special educational needs. Year 2 has well above average numbers (38 percent) of pupils having special educational needs. Pupils' special needs range from emotional and behavioural to communication and specific learning difficulties. There is an average turnover of pupils. An above average number of pupils qualify for free school meals. The socio economic circumstances are below average. Most pupils originate from Britain. A few pupils speak English as an additional language, are from minority ethnic groups or come from travelling communities. No pupils are in public care or are refugees.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	English Geography History Information and communication technology Religious education The foundation stage English as an additional language
9406	R Cottington	Lay inspector	
25787	E Morris	Team inspector	Mathematics Science Art and design Design and technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pine Ridge Infant and Nursery School is a good school. Teaching and learning are good. As a result pupils achieve well in relation to their abilities. The school is led well with energy and vision by the headteacher, key staff and governors. The leadership and management of the school are good overall. Teachers and teaching assistants are dedicated, and work hard for the benefit of the pupils. Although the school expenditure per pupil, in common with many small schools, is above average, the school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils attain above average standards in personal development because the school provides very effectively for their social and moral development.
- The good leadership of the headteacher, governors and the effective teamwork amongst all who work in the school ensure that the school is always looking at ways to improve standards.
- The good care and welfare of pupils help to develop very good relationships and ensure that pupils behave well.
- Teaching is good which means that pupils make effective progress in many subjects.
- Pupils achieve well but standards in writing could be higher for a small number of more able pupils because teachers do not always demand enough of them.
- Assessment is not always used well to raise standards.
- Time is not always used effectively in the school day.
- Parents have very positive views of the school.
- Links with the community and other local schools are very good and the commitment of the school to include all pupils is effective in making them feel a part of the school community.

The school has made good improvements since the last inspection. The key issues from the last inspection have mostly been addressed well. The school has improved standards by Year 2 in information and communication technology (ICT). Throughout the school the quality of teaching and learning is now good. Teachers challenge more able pupils satisfactorily and a significant number attain above average standards. Pupils' personal development and behaviour have improved significantly and are now good. The targets in the school development plan are now prioritised with reviewing timescales and governors now have an effective awareness of the curriculum being offered to pupils.

STANDARDS ACHIEVED

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

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.

Most pupils make good progress and achieve well, whether they are boys or girls, in relation to their abilities. Caution is needed in interpreting data when there are such small numbers of pupils in each year group. In 2003 reading and writing standards in tests were **well below average**, but compared to similar schools they were below average in reading and well below average in writing. Standards in mathematics were below average when compared to all schools, but were **above average** compared to similar schools. Standards in Year 2 were well below average in

English largely because of a high number of pupils with special educational needs. However, standards in Year 2 have risen above the national trend over the last five years. Inspection findings are that standards in the current Year 2 are **below average** in reading, writing and mathematics. Standards in science by Year 2 are **average**. Reception aged children attain standards that are **below** expectations for their age in the key areas of reading, speaking and listening, writing and mathematical skills. However, children's personal, social and emotional development is **good**.

Pupils' personal development is good. Provision for the pupils' spiritual, moral, social and cultural development is **good** overall. Pupils really enjoy coming to school, and are proud of achievements. They have good attitudes to work and behave well. Punctuality in the morning is good and their attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching is **effective** overall. Teachers are adept at using methods which make lessons interesting, so that the quality of learning is good. All teachers encourage pupils to do their best. Teachers insist on high standards of behaviour and spend time motivating and encouraging pupils. However, teachers do not always clearly explain how much work they expect from pupils in a lesson nor do they use assessment to tell pupils how they could improve their work. Teaching assistants provide valuable support, particularly for pupils with special educational needs during the practical part of lessons.

The curriculum covers all subjects satisfactorily. It is enriched by good provision for pupils' personal development, effective participation in music festivals and through visitors and educational visits. After school activities are satisfactory. However, time is sometimes wasted in the school day. Care, support and guidance of pupils are good and there are very good arrangements to settle pupils into school. Good partnerships with parents and very effective links with the community and other schools make an invaluable contribution to the quality of the school's provision. The school works hard to seek and act on parents' views.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher leads the school well, showing dedication and clear vision. All staff work hard to create a happy school. The headteacher receives invaluable support from the senior teacher and all members of staff. However, the management of the school has not significantly raised standards in English since the last inspection and has not taken effective action to raise these standards. Teachers with management responsibilities take these seriously and fulfil these well. Governors are supportive, take a keen interest in the work of the school and fulfil their legal responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have **very good** opinions of the school. Pupils are **very proud** of their school and fiercely loyal. Parents are supportive of the school and are pleased with what it does for their children.

IMPROVEMENTS NEEDED

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

- Raise teachers' expectations of the amount and pace of pupils' work in writing to enable higher attaining pupils to reach higher standards.
- Increase teachers' use of marking and assessment in enabling pupils to know when they have achieved well and where they can improve.
- Enhance the use of time throughout the school day.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school boys and girls achieve well and standards are satisfactory considering pupils low starting point. However, standards compared to national averages are below those expected in English and mathematics.

Main strengths and weaknesses

- Standards of personal, social and emotional development are above average from the reception class to Year 2.
- Throughout the school standards of writing are not high enough.
- Pupils with special educational needs achieve well and make good progress towards their personal targets.
- Pupils in Year 2 achieve effectively in religious education, information and communication technology (ICT) and standards meet expectations.

Commentary

1. Most children achieve well in the early years and reach the levels expected for their age in creative development. Although children make good progress in language, communication and literacy, mathematical development, knowledge and understanding of the world and physical development overall standards are below average in the reception class because of their particularly low attainment on entry. Standards of personal, social and emotional development are above expectations due to the teachers' very good management skills.
2. Caution must be taken when comparing the Year 2 pupils' results in national tests with national averages. Nevertheless, over the past three years, the results for this age group have improved above the national trend. However, in the 2003 national tests at the end of Year 2 the school's performance was well below average in reading and writing and below average in mathematics. This was as a result of significant numbers of pupils who found learning difficult. Last year's test results show that the school challenged its more able pupils in Year 2 satisfactorily as above average numbers of pupils attained higher levels in reading and average numbers in mathematics and science.

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

Standards in:	School results	National results
reading	14.3 (15.7)	15.7 (15.8)
writing	12.6 (14.6)	14.6 (14.4)
mathematics	16.1 (16.7)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year

3. Although, most pupils achieve well and make good progress in Years 1 and 2 because their levels of understanding are below that expected when they enter school inspection findings indicate that standards overall are below average in the current Year 2. Standards are below average in reading, writing, speaking and listening and mathematics. This is mostly because this year group has well above average proportions of pupils with special educational needs. Standards in ICT demonstrate considerable improvement since the last inspection. Standards meet national expectations in science, ICT and religious education because of the school's effective use of teaching methods. There was insufficient evidence to judge standards in art and design, design and technology, geography, history, music and physical education.

4. Pupils with special educational needs make good progress towards their targets and a considerable number attain average standards in English, mathematics and science. Pupils from minority ethnic groups achieve well in most subjects and a few work at expected standards.
5. Pupils are included in all aspects of lessons and more able pupils are challenged well by teachers in Years 1 and 2. Gifted and talented pupils are well provided for. For instance, more able and all groups of pupils are well challenged through science extra-curricular activities. The school is knowledgeable about pupils' talents and is developing a register of the gifted and talented. Those pupils who are learning to speak English as an additional language are included well in lessons and make good progress so that a few attain average standards in English, mathematics and science.

Pupils' attitudes, values and other personal qualities

Overall, pupils' behaviour, attitudes, values and personal development are good and this is a significant improvement since the previous inspection. The provision for pupils' spiritual, moral, social and cultural development is good overall. Punctuality is good and attendance is in line with the national average.

Main strengths and weaknesses

- Pupils enjoy being at school and like the activities provided.
- Behaviour in and around the school and in lessons is good and makes a good contribution to learning.
- Relationships between pupils and with staff are very good.
- Pupils' moral and social development is strong.
- There are no unauthorised absences.

Commentary

6. Pupils enjoy lessons and the other activities provided. All the parents who completed the pre-inspection questionnaire and those who attended the parents' meeting agreed that their children like being at school. All pupils, including those from minority ethnic groups, are integrated effectively into school and have good attitudes to learning.
7. In lessons, pupils work hard and listen carefully to what they are being taught. They show good levels of concentration and follow instructions well. At other times, for example when arriving for school or when playing during breaks, their behaviour is very good. There is a sense of happiness, security and enjoyment in and around the school. Parents say that this aspect is a significant strength of the school. The school has effective systems for ensuring good behaviour and there is a consistent re-enforcement of the rules by all staff. Pupils with special educational needs who have emotional and behavioural difficulties are well managed in class and during breaks. They are constantly encouraged by their teachers, teaching assistants and midday supervisors to act in an appropriate manner. Pupils like the procedures for celebrating good behaviour or for helping others and they value the range of rewards they can earn. There have been no exclusions during the past twelve months and parents, pupils and school records indicate an absence of racist behaviour and bullying is very rare.
8. Pupils show a respect for one another and there are many examples of pupils helping each other either in lessons or when playing. When reading for example, pupils who are stuck will turn to a neighbour for help. During meal times older pupils look after younger pupils. There is a strong sense of inclusiveness in the school. Friendships are formed irrespective of gender, social background or ability. Teachers are treated with respect and provide good role models when talking to pupils. The very positive relationships make a very good contribution to a warm, friendly and happy ethos and create a very good climate for learning.

9. The school is aware that, for many pupils, their social and moral skills are underdeveloped and has put in place effective strategies to develop their social skills and to provide opportunities to explore moral values. Social aspects are covered through a set of school rules that are consistently, fairly and sensitively reinforced. Group discussion sessions include topics such as friendships and 'how to be a good friend'. Other activities include developing eating skills and table manners. Pupils say they like the opportunities provided and respond well to the range of activities. For example, in the dining hall the pupils wait until guests arrive before starting their meals. Opportunities to explore moral issues are planned for in lessons and assemblies.
10. History offers many good opportunities for pupils to learn about our culture. For example, pupils in Year 2 learn about life in England during Stuart times. The school ensures that multi-cultural awareness is satisfactory as pupils learn about Judaism and Islam in our society. Pupils learn to sing many songs from other cultures. Provision for pupils' spiritual development is good which is a considerable improvement since the last inspection. Pupils are given effective opportunities to develop self-awareness during reflection and prayer. Collective worship allows pupils to learn effectively about special people. Very good use is made of the school environment to discuss care and respect for wildlife and plants.
11. Although attendance levels were below average last year due to an increase in the amount of authorised absence, current figures show that overall attendance is broadly in line with the national average. Latest half term figures show an improvement in the level of authorised absence which has fallen to 5.6 per cent. There is no unauthorised absence. Records show that very few pupils are on holiday during term time and most of the authorised absence is due to sickness. The school has good systems in place for monitoring attendance and reasons for non-attendance are established by telephone calls on the first day of absence. Standards of punctuality are good and reflect the pupils' enthusiasm for school. There are only a few instances of lateness at the start of the school day.

Attendance in the latest complete reporting year (2003/04)

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good because pupils receive effective teaching throughout the school. The curriculum is satisfactory, pupils' welfare and the partnership with parents is good. Links with the community and other schools are very effective.

Teaching and learning

The quality of teaching and learning is good. This represents a significant improvement since the last inspection. Assessment procedures are satisfactory.

Main strengths and weaknesses

- The teaching of pupils with special educational needs is good.
- Teaching assistants make a very good contribution in the learning of pupils who are in Year 2.
- The teachers' insistence on high standards of behaviour is very effective.
- Teachers use good teaching methods and use resources effectively.
- Teachers do not always explain to pupils how much work is expected of them in a lesson.
- Teachers do not inform pupils sufficiently about how they could improve their work.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (13%)	19 (63%)	7 (23%)	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.

Commentary

12. The teaching of children in the nursery and reception classes is good overall. Significant strengths include the use of very effective teaching methods incorporating games and practical activities. The teachers' very effective management skills and enthusiasm for learning mean that children behave well, are keen to learn and co-operate effectively. The teaching assistant is used particularly effectively to record her assessments of children's attainment and teach pupils in the reception class.
13. Overall, teaching and learning are good in Years 1 to 2. The teaching of speaking and listening skills, reading, mathematics, science, ICT and religious education is good. Teaching of more able pupils is satisfactory and they are extended well through extension activities in mathematics sessions. All pupils, including those from minority ethnic groups and those who are learning to speak English as an additional language, are fully included in lessons due to teachers' effective use of resources.
14. Teachers set high expectations of behaviour and pupils behave well in lessons as a result. Teachers encourage pupils positively and as a result they grow in confidence. Other significant strengths of teaching include teachers' use of resources, objects, books, visits and visitors. These are incorporated well into the teaching of topics and this helps to make learning memorable. Interesting projects are planned that incorporate several subjects. For example, pupils in Year 2 learn about seed dispersal while developing ICT skills. Open-ended questioning is often used to deepen pupils' understanding. However, teachers do not always explain to pupils what is expected of them before they start their work especially in writing sessions. Because of this, for example, pupils are not reminded that adventurous vocabulary needs to be included to make their writing more interesting.
15. Teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills. In reception and Year 2 teaching assistants are used effectively during all parts of lessons, however, in other classes they are not often involved in recording assessments of pupils' attainment at the beginnings or ends of lessons.
16. Pupils make good progress in their learning because of good teaching. Most pupils make effective gains in their knowledge because practical methods are used to make learning memorable. Vivid use of resources in history lessons means that pupils learn about how people fought the Fire of London. Exciting use of themed weeks means that pupils learn effectively about how science and art can be linked.
17. Pupils' levels of understanding are assessed well when they join the school. A significant strength is the good tracking system which records pupils' achievements appropriately in most subjects as they move through the school. Assessment in all subjects is carried out formally throughout the year except in ICT. However, individual pupils' targets are rarely referred to in lessons and at the start of sessions teachers do not always inform pupils what they will be looking for in their marking. The ends of lessons are not often used to allow pupils to assess whether they have achieved the learning objectives or find examples in their work that support

their evaluations. Teachers' marking and spoken comments are not being used consistently to inform pupils what they have done well or to tell them how they could improve.

18. The school's assessment procedures for pupils with special educational needs are good and pupils' individual progress is carefully monitored. Targets in pupils' Individual Education Plans are closely matched to their specific needs.

The curriculum

The curriculum, including that for pupils with special educational needs, is satisfactory overall. This maintains the position found at the previous inspection. Support for learning outside the school day, staffing and accommodation are satisfactory. Resources are good.

Main strengths and weaknesses

- A good balance has been achieved in the time spent on all subjects taught in Years 1 to 2.
- Provision for pupils' personal, social and health education is good.
- Provision for pupils with special educational needs is good.
- Time is not always used effectively during the school day.
- Pupils' skills in writing are not being developed effectively.
- The Literacy Hour has not been effectively adapted.
- Participation in music and drama performances is effective.
- Resources are good.

Commentary

19. The curriculum offered to pupils across the school is broad. A satisfactory curriculum is planned for children in the nursery and reception years and there is effective emphasis on learning through play. Both reception and the nursery have well equipped inside and outside play areas which mean that children can spend large amounts of their day learning through play. However, time is sometimes wasted in the school day when lessons finish early to enable pupils to wash their hands for lunch. The organisation of the timetable makes a few lessons rather short and less effective and means that there is little time to develop pupils' learning in a 20 minute session. The curriculum prepares pupils satisfactorily for their transfer to junior school as most leave the school with average levels of knowledge in English, mathematics, science, ICT and religious education. The provision of homework to support and extend learning is satisfactory. For instance, pupils in Year 2 are regularly asked to take home a bear for the evening and write about what they do with it. Effective opportunities are often taken to make links with other subjects so that pupils are encouraged to become excited and motivated by learning. Assemblies and musical performances are effectively utilized to make learning interesting.
20. The school has not adapted the use of the Literacy Hour effectively. Therefore, English lessons have not been adapted to focus on the teaching of writing for a couple of sessions a week and extended writing lessons are not regularly planned. Most Literacy Hours start with a reading activity. The National Numeracy Strategy has been implemented appropriately and numeracy skills are developed well in relation to pupils' abilities.
21. Provision for pupils' personal, social and health education is effectively developed through group discussion sessions and in weekly lessons. Pupils enjoy a wide range of visits both locally and further afield, as well as a variety of visitors to the school and many opportunities to sing and act in performances to parents and with other schools. Acts of collective worship contribute well to developing pupils' spiritual, moral, cultural and social development. The school has worked hard to prepare pupils for life in a multi-cultural society through religious education, art and geography projects. For instance, pupils in Year 2 studied Islam and mosques using ICT effectively.

22. The curriculum for pupils with special educational needs is good throughout the school. Where appropriate, the work they are given by their teachers is linked to the specific targets in their Individual Education Plans and is specifically designed to help them make good progress. These pupils are given full access to the curriculum and receive good quality help from teaching assistants who make a significant contribution to their achievement. The school makes effective provision for pupils identified as being gifted and talented such as those who are gifted in science or sporting skills. Pupils who are learning to speak English as an additional language or those from minority ethnic groups are well included in lessons through carefully planned programmes of work.
23. Good resources in many subjects mean that pupils work with interesting objects and materials in lessons. For example, an effective variety of percussion instruments allows pupils to learn to create musical tunes. Resources for outside play especially in the nursery and reception classes are good which means that children make good progress in learning to control their bodies as well as in their personal development. Resources for ICT have improved considerably since the last inspection and Years 1 and 2 have six new computers and the early years have three. Accommodation allows pupils to work in appropriately sized classrooms and work in safe outside areas. Satisfactory levels of staffing mean that pupils are taught in classes of less than thirty and sometimes in groups as small as twenty-one.

Care, guidance and support

The care, welfare, health and safety are good. Support, guidance and monitoring of pupils' progress are satisfactory.

Main strengths and weaknesses

- Staff work effectively to ensure that pupils with special educational needs are well cared for.
- Pupils receive good levels of help, support with their work and personal development.
- Procedures for helping pupils to settle into school life are very good.

Commentary

24. All pupils with special educational needs are carefully tracked to monitor their progress and to ensure that they are achieving as well as possible. A good measure of how successful the school is in providing for such pupils is the fact that a few of them reach the nationally expected standard in their work. The few pupils who are learning to speak English as an additional language or from minority ethnic groups are well cared for and carefully assessed on a regular basis. Liaison with outside agencies is very good and the school makes great efforts to ensure that pupils receive as high a level of care as possible.
25. The school's procedures for ensuring the health, safety and well-being of pupils are good and staff knowledge and skills in these areas are regularly updated through training. Policies covering these aspects are in place and are effectively monitored by the school and governors. Risk management assessments are regularly carried out and any necessary action taken. Child protection procedures are in place and have been used effectively when concerns emerge. The school continues to maintain effective systems for the care, support and integration of all pupils as set out in the previous report.
26. All staff have a very good awareness about the medical, emotional and academic needs of every pupil and steps are taken to ensure that these are met. Each class has a 'Pastoral Care' book in which concerns are logged and the information is used effectively to provide additional support for example, home/school reading or behaviour diaries. Pupils' progress is monitored and reviewed effectively by the headteacher to ensure that expectations are met. Satisfactory action is taken if performance slows down, for example, by providing additional

support in lessons by classroom support staff. During lessons teachers provide individual help to each pupil enabling them to develop their knowledge, understanding and skills.

27. This is a small school with very good relationships between staff and pupils. During conversations with pupils they all said they trusted their teachers and would ask for help if they were upset. Recently a school council has been set up with two representatives from each class. The council members have already made suggestions although they have yet to fully understand their role as representatives. The school actively involves pupils in the daily life of the school and provides opportunities for them to take responsibility. However, the school does not have procedures for systematically establishing pupils' views, attitudes and suggestions.
28. Most pupils transfer into the school from the on site nursery. There are very close working relationships with the staff in the nursery and an effective exchange of information about pupils' personal background, abilities, attainment and particular needs. Parents are fully involved at this time and are able to meet the teachers and other staff. Parents report that arrangements for children's entry to school are very good and enable them to settle in quickly.

Partnership with parents, other schools and the community

The school's links with parents are good. Links with other schools and with the local community are very good and this is a considerable improvement since the last inspection.

Main strengths and weaknesses:

- Parents express very positive views about all aspects of the school's work.
- Communication with and the involvement of parents are good.
- Parents of pupils who have special educational needs do not receive a copy of the pupil's Individual Education Plan.
- Very effective links with the community and other schools contribute well to pupils' learning and development.

Commentary

29. Parents express very positive views about all aspects of the school's work. The strongest features highlighted by parents are how well the school keeps parents informed, how much their children enjoy school and the effective arrangements in place to help children settle into school. These strengths are fully supported by the inspection team.
30. Parents are actively encouraged to discuss any concerns they may have with school staff. The headteacher operates an open door policy and knows all the parents well. Good quality school documents give parents a secure understanding about how the school works whilst notice boards outside each class and regular good quality newsletters enable parents to keep in touch with curriculum and other activities. The school also gives parents the opportunity to express their views by way of questionnaires. Pupil progress reports are informative and form the basis of meetings with parents to discuss progress. These meetings are productive and result in targets for improvement being agreed between teachers and parents. Parents who want to enhance their own parenting skills or basic academic skills are given good support. The close involvement and communication with parents makes a good contribution to pupil learning and personal development.
31. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. During meetings with teachers, parents and carers are made aware of the targets set for their children but they are not provided with a copy of the Individual Education Plan to remind them of these targets. Regular meetings are organized with parents of pupils who are learning to speak English as an additional language or are from minority ethnic groups so that parents are informed about their children's progress.

32. The school has established and continues to develop strong links with other schools and colleges all of which contribute to improving standards and ensure that when pupils transfer from one stage of their education to another stage. There are, for example, close working relationships and joint projects with the on site playgroup, local primary schools and the secondary school.
33. Links with the community make a very good contribution to pupils' learning and development. A number of other agency representatives visit and work in the school, for example health, police and fire services. Pupils are also given very good opportunities to take part in community events, to raise money for charity and to enjoy new learning experiences as a result of visits, for example to the seaside.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership by the headteacher and senior staff is good. Management is satisfactory. Governance is good.

Main strengths and weaknesses

- The headteacher is an effective leader who guides her staff well.
- There is a strong commitment towards including pupils from all backgrounds.
- The governing body, through its clear understanding of the school's strengths and weaknesses, influences its development well.
- Provision for pupils with special educational needs and English as an additional language is well co-ordinated.
- The management of the school has not been effective in raising standards of writing or in using time well.

Commentary

34. The headteacher guides the school's work strongly. She has built up a good team spirit in the school that includes all who work there. The very good relationships between staff are a key factor in moving the school forward. Senior staff also provide good leadership and are fully committed to raising achievement. They aim for improvement, not just in academic standards, but in the personal development of pupils as well. They are good role models for staff and pupils alike as they show great respect for the views of others and are consistently diligent in their work. Most of the issues identified at the previous inspection have been successfully resolved, particularly the improvements in the provision for information and communication technology and the quality of teaching in Years 1 and 2. Leadership and management of the Foundation Stage is good.
35. The school is fully committed to including all groups of pupils. All pupils are highly valued and respected and they are encouraged to take part in all school activities. The headteacher co-ordinates the provision for pupils with special educational needs and takes a keen interest in their welfare and progress. Such pupils take a full part in school life because adults plan their inclusion carefully.
36. Governors are enthusiastically involved with all aspects of the school. This is a good improvement since the last inspection when their awareness of the needs of the curriculum was an issue. Many now take responsibility to oversee the work of a specific year group or academic subject. They visit the school and observe it in action, discuss the provision with the teachers and report back their findings to the governing body. This enables any new initiatives or developments to help raise standards to be monitored so that the impact of their spending can be accurately assessed. They have a firm commitment to improving the quality of the provision and to raising standards. Their regular evaluations of all aspects of school life enable them to provide challenge to the headteacher and senior staff in particular and to all staff generally.

37. The provision for pupils with special educational needs is well managed. All paperwork is kept up-to-date and liaison with outside agencies is good. Tracking the progress of every pupil to ensure that they are meeting their targets monitors the effectiveness of the provision. Weekly meetings between the senior teacher and the teaching assistants are proving very useful as they provide a forum for discussion of important developments and to address any concerns. Legal requirements are fully met. The leadership and management of pupils who are learning to speak English as an additional language or are from minority ethnic groups are good because specialist agencies are used effectively to assess their programmes of study.
38. The school's development plan outlines the main areas for improvement. It is matched to available funding and clearly outlines success criteria and responsibilities. Again, this is a good improvement since the previous inspection. There is a clear focus to improving the provision and raising standards but it does not set out how this to be achieved. The school development plan is well evaluated and reviewed. Professional development of staff, performance management and appraisal are all in place and the school gives good support to new and newly qualified teachers.
39. The management of the school has not used assessment to set up groups of pupils who would benefit from extra support. The subject co-ordinators do not monitor pupils' progress effectively. For example, in English and mathematics their monitoring does not enable them to develop action plans to ensure that more pupils work at higher levels of attainment from the reception year to Year 2. Management of the curriculum does not ensure that time is used well. For instance, some lessons finish early and the first part of the afternoon is not always used effectively when lunch time supervisors read pupils a story.

Financial information for the year September 2002 to March 2003

Income and expenditure (£)	
Total income	321323
Total expenditure	293238
Expenditure per pupil	3620

Balances (£)	
Balance from previous year	24845
Balance carried forward to the next	28085

40. Finances are satisfactorily managed and the governing body ensures that financial resources, including specific grants and additional funding, are used effectively. Financial management is secure. The funds carried forward, although higher than the recommended proportion, are earmarked for improvements to the nursery building. The school implements the principles of best value satisfactorily through its use of data, its methods of consulting those connected to the school and its targeted use of the budget. Although expenditure is above the national average this is not unusual in a small school and the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning for children who are in the Foundation Stage is **good**. Overall, children enter the school with well below average levels of knowledge and understanding for their age in significant areas of learning. Their levels of speaking and listening skills and writing skills are significantly less than is usual for their age. Children are carefully assessed when they start school and the teacher and the teaching assistant regularly note their achievements. Good record sheets track children's progress throughout their early years of schooling. Children achieve well in many areas of learning. However, by the time they leave the reception class standards are below national expectations because their speaking and listening skills, writing and mathematical skills still remain weak. Since the last inspection there have been good improvements in the provision for children in their first year of school. The curriculum has been enhanced by developing a more imaginative use of resources which means that children have more extensive opportunities to explore areas of learning through play inside and outside.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers have very high expectations of children to behave well and mix with all age groups within the school.
- Teachers quickly establish very supportive relationships with children.

Commentary

41. Children's standards of personal, social and emotional development are above national expectations. Teaching and children's achievement in this area are good. The children speak confidently to adults and other children. In the playground reception children mix well with all pupils from Years 1 to 2. Teachers work very effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teachers' high expectations of pupils and effective organisation means that children learn how to control their emotions. The majority of children show a good level of interest in their learning. For instance, children are keen to talk about objects they have brought in to show the class. Children settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of the teacher's very high standards of discipline and very good management skills.

LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT

Provision for developing children's language, literacy and communication is **good**.

Main strengths and weaknesses

- Basic skills of reading are taught effectively when pupils read together in groups.
- The teaching assistant supports children well.
- Specific comments from teachers do not often tell children how they could improve their work.
- Teachers do not remind children about ways in which they could practise their writing in play areas and other activities.

Commentary

42. Although standards in language, literacy and communication are below expectations, children achieve well in acquiring these skills because of good teaching. The teachers plan a wide range of opportunities for children to talk to adults and to each other. She takes every opportunity to discuss moral issues such as being fair and sharing things. Very effective methods are used when the teachers discuss different sounds in words. This means that children learn to recognise important combinations of letters and know how they are used. The teachers capture children's interest with 'Big Books' so that they learn to listen and concentrate well on learning to read. Basic skills are taught well as children learn to recognise the letters and sounds of the alphabet. The teacher sets satisfactory expectations of children as they learn to write. However, she does not often remind children about ways to use writing in their activities or say how they could improve their writing.

MATHEMATICAL DEVELOPMENT

Provision for children's mathematical development is **good**.

Main strengths and weaknesses

- Practical methods are used effectively to develop children's understanding.
- In the reception class the teaching assistant is used well to assess pupils' attainment.

Commentary

43. Although standards of mathematical development are below expectations, children achieve effectively in mathematics because of good teaching. The teachers plan plenty of practical activities to promote children's mathematical development. For instance, children learn to identify features of three dimensional objects when they describe them only using their sense of touch. Every opportunity is taken by the teachers and the teaching assistant to reinforce children's counting skills and to check their mathematical understanding through well-directed questions and assessment activities. The teaching assistant in the reception class is used well to teach and assess children when they play number games. In the nursery the teaching assistant supervises groups of children, but does not often record how many have completed a task or their attainment. ICT is used effectively when children learn to make patterns positioning cubes on a screen using a mouse.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for developing children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Very effective use of resources brings learning to life.
- Bible stories are used well to develop pupils' moral, social and spiritual development.

Commentary

44. Standards are below national expectations in this area of learning but because of effective teaching children achieve well. Children learn about the properties of materials such as sand and paint by handling and working with them regularly. Children investigate what objects look like when viewed through binoculars and cameras. Basic skills are well taught when children learn to handle sand well and fill tubes accurately. Good teachers' planning means that children's moral and social development is good. For instance, when children learn about Jesus' life because of the effective use of the Bible and the teacher's questioning. Good spiritual provision means that children learn to discuss how special certain people are to us. Independence is satisfactorily developed when children learn to tidy up for themselves.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**.

Main strengths and weaknesses

- Resources are used well to develop children's body control.
- There are good resources in the outside play area.

Commentary

45. Most children develop physical body control well due to good teaching, but overall standards are below those expected because children's hand control is rather limited in writing. Children achieve effectively and make good progress in their learning. Reception children enjoy regular opportunities to be active in physical education lessons in the school hall. The teachers' good knowledge and understanding means that children learn to control their movements. Younger children in the nursery have regular opportunities to climb under and over climbing frames. Effective methods are used when children learn to control their bodies by pedalling bikes around a circuit. Only a couple of pupils used chalks to practice their hand control. While children are playing inside and outside staff do not often encourage children in the nursery to come and develop their hand control under their guidance.

CREATIVE DEVELOPMENT

Provision for children's creative development is **good**.

Main strengths and weaknesses

- A good range of activities is planned which enables children to develop their creative skills when they learn to make music.
- The ends of lessons are not always used effectively.

Commentary

46. Children's creative development is in line with expectations. The majority of children are in line to reach nationally expected levels for six year olds. Teaching is satisfactory and children achieve satisfactorily. Children confidently paint and draw due to the teachers' good organisation skills. Good methods are used when pupils are allowed to experiment with musical instruments. Effective use of open-ended questioning means that children learn to dance to music well. Basic skills are developed effectively when children learn to join in playing their instruments at different times so that musical pieces are gradually built up. Inside and outside the classroom, the teachers ensure that a good range of activities is planned to develop children's creative development. The ends of lessons are not often used to explain to pupils what they have done well in or discuss how work can be improved.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- Most pupils achieve well in relation to their abilities.
- Pupils with special educational needs achieve well in relation to their abilities.

- Teaching and learning are effective.
- The school has worked thoughtfully to improve pupils' achievement in speaking and listening and writing.
- The Literacy Hour has not been suitably adapted.
- Pupils are not sufficiently aware of what they have to do to improve.

Commentary

47. In 2003 national tests standards in reading and writing were well below average. Below average numbers of pupils reached average levels. This is because a high percentage of the year group had special educational needs. However, last year the school effectively challenged its more able pupils when well above average numbers in reading and average numbers in writing gained higher levels. The current Year 2 pupils are working at below average standards. Taking into account the judgement that pupils' language and literacy skills are well below those expected nationally when they arrive at school they make good progress. The good teaching pupils receive plays an important role in ensuring that they achieve well in reading and speaking and listening.
48. Pupils with special educational needs are supported well so that they achieve in line with their abilities. The first part of the day is often used effectively to teach pupils reading skills. Teaching assistants are particularly good at developing reading and writing skills in the main part of lessons. Pupils who are learning to speak English as an additional language are included effectively in lessons and make good progress.
49. A significant strength of teaching is in the use of group discussions and 'chat partners'. Although the teaching of speaking and listening is good and pupils achieve well standards are below average in Year 2 because of their particularly low starting point. Teachers value pupils' contributions highly and allow plenty of time for less confident speakers to gather their thoughts and express their ideas. This contributes strongly to the increasingly confident attitude many pupils have towards using language as a means of expressing their ideas and feelings. Pupils enjoy learning, behave well in lessons and have positive attitudes to their learning of all aspects of English.
50. Teaching and learning are good overall. Teachers' insistence on high standards of behaviour ensures that pupils concentrate effectively on their tasks. The teaching of reading is good. Recent high emphasis on the teaching of letter sounds in Years 1 and 2 means that pupils develop a secure knowledge of their use in reading and spelling. Effective methods are used when pupils practise saying letter sounds and reading words as a whole class. These concentrated reading sessions are beginning to have an effect on standards for average and less able pupils. More able pupils make good use of expression and tone to bring meaning to their reading because of teachers' high expectations. Less able pupils read appropriate texts satisfactorily. They make some use of strategies to sound out unknown words, especially in Years 1 and 2. Resources are used effectively when reading is taught in groups, individually and with the whole class. Reading resources are good and books are used well throughout the school so that most pupils like reading. Pupils' comprehension skills are less well developed and average pupils do not use the written words as effectively as they could to answer questions about the book. Good use of homework supports pupils' development in reading and spelling appropriately. Pupils from minority ethnic groups are well supported and make good progress.
51. The Literacy Hour is being used to teach reading and speaking and listening effectively. However, there are few opportunities for pupils to write long stories or reports. Most sessions start with a reading focus and few give a high priority to the teaching of writing. Sometimes pupils are given writing tasks with little discussion of ways to structure their work. Teachers do not always specifically explain their expectations of pupils at the start of lessons. For instance, older pupils are not told how many paragraphs or pages they are expected to write and younger pupils are often given small pieces of lined paper to write on. Teachers do not

sufficiently emphasise the need to use adjectives and connecting words in pupils' writing. Teachers' marking and oral feedback do not consistently inform pupils where they have achieved well or say how they could improve their writing. Handwriting is taught satisfactorily so that most pupils' work is starting to show a flowing and joined style in many subjects.

52. Satisfactory leadership and management have brought about suitable improvement since the last inspection as standards in tests have not significantly risen. Good leadership means that reading and speaking and listening as well as writing have been given an important emphasis in recent years. Effective improvements mean that teaching is now effective in developing pupils' reading and speaking and listening skills especially from the reception class to Year 2. Pupils' progress is tracked. However, the co-ordinator has not monitored pupils' progress effectively in reading and writing and assessments are not used well to create target groups for extra teaching to extend them to higher levels of attainment.

Language and literacy across the curriculum

53. Satisfactory use of English in other subjects such as history, science and geography is helping to develop pupils' basic literacy skills. For example, history projects allow pupils in Year 2 to make a book about The Great Fire of London. ICT is being used well for word processing and for research purposes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics remain below those found nationally but are above those in similar schools.
- The quality of teaching is consistently good and pupils achieve well.
- The pupils enjoy mathematics and are eager learners.
- The co-ordination of mathematics is good.

Commentary

54. The standards attained in the 2003 national tests were below the national average although the number of pupils reaching the higher than expected level was in line with the national figure. This is a good improvement since the last inspection when few pupils reached this level. When compared to similar schools the picture is encouraging as pupils attain standards above the average. The pupils currently in Year 2 are reaching standards just below those expected for their age. As pupils' mathematical skills and understanding on entry to the school are well below those found nationally then this represents a good rate of progress. The consistently good quality teaching is a major factor in helping pupils achieve well. Those pupils with special educational needs and those with English as an additional language make good progress. They are provided with work carefully tailored to their needs and are well supported and included in sessions by their teachers and teaching assistants.
55. Teachers manage their classes well and create a good working atmosphere in which pupils can learn effectively. Relationships are particularly strong and there is a great deal of mutual respect evident in classes. Pupils of all abilities make good progress as the work in lessons is very carefully planned to build on their prior knowledge and understanding. This was very clearly seen in a very good Year 1 lesson in which the pupils were learning to add three numbers together. The teacher had very carefully graded the work for each ability group so that they were all able to experience success yet were challenged to improve even further. She had also written a computer programme for the higher ability pupils that really interested and motivated them. The pupils in this class were producing work of a standard above that expected for their age and their progress was very good. Occasionally teachers do not make

clear their expectations of the amount of work they want pupils to complete when working independently. This results in some pupils starting work slowly and with little sense of urgency thus slowing down the pace of learning. Pupils from minority ethnic groups are taught effectively by teachers and so they achieve well.

56. Pupils respond well to the good teaching, are attentive in lessons and are keen to learn. They are proud of their many achievements. They present their work neatly in their books and the vast majority successfully complete the work set for them. Their behaviour in lessons is good and leads to a calm and peaceful working atmosphere in which all pupils can flourish and produce good quality work.
57. The co-ordination of mathematics is good. There is a strong focus on raising standards. The provision is regularly and carefully monitored to identify areas of strength or weakness. For example, data handling and using number lines were found to be areas of weakness and the school has now addressed these by giving them greater emphasis in lesson planning. Standards in number work were identified as a strength so these areas continue to be taught in the same manner but the teachers are not complacent and continue to look for ways to improve even more.
58. There has been a good improvement in the provision since the last inspection as teaching is much improved, work is now closely matched to pupils' needs and pupils' attitudes to work are more positive.

Mathematics across the curriculum

59. Pupils' skills in mathematics are used well in other subjects of the curriculum. When such links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, pupils measure in science and design and technology lessons and sometimes draw tables and graphs of their findings. In games lessons they count the number of successes they have when bouncing a ball. Of particular note was the recent mathematics through art week. This imaginative initiative made super links between the two subjects and resulted in high quality work produced using rotated shapes and in designing and making attractive pictures using a variety of shapes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are now in line with the national average.
- The quality of teaching and learning is good.
- Pupils achieve well.
- Pupils have good attitudes to their work and enjoy science.
- The co-ordination of science is good. The profile of the subject has been raised considerably through various new initiatives.
- All aspects of science are not taught to a similar depth.

Commentary

60. Pupils' attainment in science in 2003, based on teacher assessment, was well below the national average overall but the number of pupils reaching the higher than expected level was in line. Pupils currently in Year 2 are reaching standards in line with those expected nationally, particularly in experimental and investigative science. This is a good improvement since the last inspection when investigative work was judged to be unsatisfactory. The emphasis on practical work is reaping great benefits as the pupils are becoming thoughtful and skilled

scientists. For example, in Year 2 their understanding of seed dispersal by various plants is particularly good as they investigated the seeds from a wide variety of plants, cutting them open to find the seeds and then deciding how they were dispersed. They also used the Internet to find more examples of dispersal.

61. The good teaching in Years 1 and 2 is having a positive impact on the standards pupils are attaining. Pupils' understanding of scientific principles is developed through a lot of 'hands on' activities. They thoroughly enjoy this and there is a real buzz of excitement in lessons. The pupils in the Year 1 lesson about the parts of a plant were amazed when they were shown the roots of a plant. Those in Year 2 had a wonderful time cutting open plants to find the seeds. Pupils are taught the correct scientific methods in their investigative work. They predict possible outcomes, understand fair testing and are able to draw conclusions from their results. For instance, in their work about reversible and irreversible change the Year 2 pupils made some accurate predictions about what would happen to chocolate when it was melted and to bread, which was toasted. They realised that the chocolate could return to its previous state but the bread was changed permanently. Teachers plan the work carefully to meet the needs of all pupils, including those with special educational needs, from minority ethnic groups and those with a particular aptitude for science.
62. Pupils throughout the school respond well to the opportunities they are given to learn science. They have a good attitude to their work and usually present their findings neatly and accurately in their books. Pupils are eager learners and work together on investigations in a sensible manner. They support each other, share resources fairly and discuss their work and their findings. Pupils are proud of their achievements.
63. The curriculum plan does not always include opportunities for older pupils to revisit some areas at a level more suited to their age. In a few aspects such as plants and circuits they are able to do this as they are planned in both Year 1 and Year 2. Some aspects such as magnetism, friction, light and sound are only in the Year 1 curriculum and these quite difficult concepts are not reinforced or extended sufficiently in Year 2.
64. The co-ordinator is providing good leadership in science and makes a positive impact on the provision by raising its profile in the school. There is a very popular science club in which the pupils participate in some interesting and entertaining experiments. The 'Science Bus' has visited the school to give pupils more experiences of practical science and the link with book week with the theme of flight also proved successful. Her useful action plan is firmly focused on raising achievement throughout the school. Pupils who speak English as an additional language are well included and supported in their science work.
65. There has been a good improvement in the provision since the last inspection. Standards in investigational work have improved and pupils are recording their observations in a variety of useful ways and interpret their findings thoughtfully and accurately. The quality of teaching has also improved.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- A significant strength of pupils' knowledge in Years 1 to 2 is in their control of programmable devices.
- Teaching and learning are good.
- ICT supports learning in other subjects well.
- Pupils are not told how they could improve the level of the work.

Commentary

66. Standards by Years 2 are in line with expectations. This is a considerable improvement from the provision judged at the last inspection. Although most pupils have computers at home a considerable number have not used them to word process or draw using a mouse. The majority of pupils achieve well and make good progress in the development of their ICT skills. A significant strength of pupils in Years 1 and 2 is in their knowledge of how to control devices. Nearly all Year 2 pupils effectively create a sequence of instructions to make a device move in a circular movement. Most Year 1 pupils can explore ways to programme and create movement in an ICT device. Pupils with special educational needs are included effectively and so they achieve well.
67. Teaching and learning are good. In the lessons seen where ICT was being taught to the class or to small groups there were some significant strengths. For example, good levels of teacher expertise mean that pupils in Year 2 learn how to input information and create a graph to show types of homes pupils live in. Effective methods are used when pupils use their word processing skills well and make newspapers about The Gunpowder Plot. Basic skills are taught effectively when pupils learn to use the Internet and research mosques. Insistence on high standards ensures that pupils behave well when using computers. The encouragement from teachers ensures that pupils are confident to attempt any task using ICT. Pupils from minority ethnic groups or those who are learning to speak English as an additional language are supported well by teachers and so they make good progress. Teachers do not often tell pupils what they have done well or say how they could improve their work.
68. Leadership and management of the subject are good. Effective management has brought about considerable improvements in resources and teachers' knowledge and understanding. Assessments are not recorded on formal record sheets throughout the year which would enable the co-ordinator to monitor all pupils' progress effectively. Resources are satisfactory but there are no software programmes for pupils to create music with.

Information and communication technology across the curriculum

69. The development of pupils' ICT skills is often linked well to other subjects. For example, pupils in Year 1 learn computer and literacy skills at the same time when they select words using a mouse and make a sentence. In Year 1 pupils learn how to draw using a computer mouse. Pupils in Year 1 learn satisfactorily how to input data and produce a table before they create a graph of pupils' favourite pets. In Year 2 good links with science mean that pupils learn how seeds are dispersed using the Internet for research purposes. Pupils in Year 2 learn effectively to fit shapes together with out any gaps.

HUMANITIES

70. *No overall judgement on provision in these subjects can be made. No lessons were seen in history and only one geography lesson was seen. Work was analysed in books, folders and on display around the school. Discussions were held with pupils and subject co-ordinators.*
71. **Geography** lessons are planned in project blocks and pupils spend suitable amounts of time developing basic skills. Pupils in Year 2 are taught geographical skills well when they learn to recognise symbols and features on an island map. Literacy skills are well developed when pupils learn to read words in a key. The teacher's good knowledge and understanding mean that pupils in Year 2 learn to use a key and draw a map effectively. Resources are used well when pupils in Year 2 learn about different climates in the world. Effective methods are used when maps of the world are used to teach pupils where different foods are produced. Effective teacher expertise means that pupils learn to record weather types using symbols. This enables pupils in Year 2 to record hot and rainy weather effectively. Pupils' art skills are used well when they draw desert scenes and write about the conditions simply. The ends of lessons are rarely used to allow pupils to explain their achievements.

72. Pupils are enthusiastic about their learning in **history**. In Year 2 pupils show good historical knowledge and know about many facts from the past. The history curriculum is well developed and enriched effectively through visits and visitors to the school. Resources are used very effectively when pupils in Year 1 learn to compare seashores of the past and present. Literacy skills are used effectively when pupils in Year 2 write a newspaper report about Guy Fawkes and the Gun Powder Plot. Very effective methods are used when pupils in Year 2 make a book to explain what happened during The Great Fire of London. The subject contributes well to developing pupils' cultural awareness by making good use of both local and more distant environments to enhance pupils' learning in history. There are some effective links with other subjects such as art and design and ICT. ICT is used well to assist pupils' research skills, while the use made of word processing for their writing and artwork reflects well their understanding of how people and things looked in the past.

Religious education

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

Main strengths and weaknesses

- Pupils' moral and social awarenesses are effectively developed in religious education lessons.
- Pupils' spiritual awareness is good.
- Teachers do not always use assessment effectively.

Commentary

73. All pupils show keen enthusiasm for their learning in religious education. Pupils in Year 2 achieve well due to good teaching. Standards in Year 2 meet locally agreed expectations. Older pupils recall facts about Christianity, Islam and Judaism and other faith festivals well and recount the main points from Bible stories they have learned about. Most Year 2 pupils can give a few rules that are appropriate for behaviour in a church. More able pupils can say why these rules are important and explain what could happen if you don't follow them. Pupils in Year 2 have a satisfactory levels of knowledge about the inside of a mosque and explain appropriately how prayer is carried out during the day by Muslims. An analysis of their work shows that the curriculum is well developed. Visits and visitors enrich the curriculum which brings learning alive and helps pupils of all abilities to recall what they have learned. Pupils are achieving well as a result of the curriculum and the practical way it is taught. Teachers' spoken comments and marking need to be more specific and do not often explain to pupils how to improve.
74. Pupils' moral and social awareness has a high status across the school. In the religious education lesson seen pupils' discussion about respectful behaviour in a church demonstrated their mature moral and social development. Pupils' spiritual awareness is good when the teacher discusses prayer and how to use it to pray to your own God. Effective methods are used when pupils discuss special places. Leadership and management are good and have brought about satisfactory improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. *No overall judgement on provision was made in these subjects. No lessons were seen in art and design but examples of finished work and displays were looked at. One design and technology lesson was observed and pupils' design plans and finished products seen. One lesson was seen in music and pupils were heard singing and playing in assemblies. In physical education two lessons were observed, photographic evidence of other activities was seen and pupils were observed using playground equipment during breaks.*

76. **Art and design** lessons are planned in both classes to give pupils experience of the various aspects of the subject. The many displays around the school are attractive and show the value the school puts on the work of its pupils as well as improving the environment. Much of the work is appropriately and imaginatively linked to other areas of the curriculum thereby making the work more relevant and interesting. One particularly good example of this was the mathematics through art week in which the pupils explored rotating patterns of geometric shapes and used two-dimensional shapes as the basis for designing artwork using textiles. In science the pupils in Years 1 and 2 study plants and fruits and use them to make close observational drawings in a variety of media such as charcoal, pastels and crayons. Other techniques are taught with a history link. The Year 2 wax resist pictures of The Great Fire of London are very effective and really evoke the feeling of the tremendous heat and the smoke swirling above the city as it burns. Three-dimensional work is also included in the curriculum with pupils in Year 1 making interesting and effective clay and pasta animals to their own designs. All pupils have a folder of completed pieces of work but unfortunately the work is not always dated so it is difficult to assess progress.
77. Planning, work in pupils' folders, photographs and displays show that all aspects of **design and technology** are taught throughout the school. Pupils design their products on design sheets as seen in the Year 2 designs for their winding mechanisms. Skills are systematically built on each year so that by the time they leave the school they can use a variety of techniques, materials and tools safely and effectively. Pupils follow the correct design procedure and are encouraged to evaluate their products and to suggest possible improvements they could make. Pupils in Year 2 design and make winding mechanisms based on the nursery rhyme 'Ding Dong Bell'. Their winding mechanisms, made using an assortment of materials of their own choice, are very imaginative and all include a basic structure, a handle and an axle. They also cut and sew Joseph's coat from materials after making a paper pattern to ensure that the coat is the same as their original design. In Year 1 pupils make wheeled vehicles after considering what they will be used for. Some chose to make a scooter, others a bus or a lorry. Pupils thoroughly enjoy their work and carefully record exactly what they have done. They keep some of their design sheets and finished work in a folder but, again, these are not always dated to show progress.
78. The school curriculum plan shows that **music** is taught systematically in Years 1 and 2. The one lesson seen in Year 1 was very good and was most carefully planned to include listening to and appraising music, singing, playing of untuned percussion instruments, performing and evaluating. The pupils joined in with great gusto and learned how tempo can affect mood by singing 'If you're happy and you know it' at a fast and then slow tempo. Pupils sing tunefully in assemblies and the Year 2 choir that performed successfully in the local music festival sing with good phrasing and enthusiasm. Their performance was much enjoyed by the parents and carers who attended the concert. Pupils also sing and play in school assemblies and at special concerts held during the school year to celebrate festivals and other events. Music is played for pupils to listen to as they go into and leave assemblies. This gives them the opportunity to hear and appreciate a range of music from around the world. The school has a good level of good quality resources for teaching music and these are used effectively in lessons.
79. Games, gymnastics and dance are all regularly taught in **physical education** lessons. Planning shows that pupils have regular lessons in physical education using the school hall and the outside play areas. Some of the lessons are too short to fully develop a theme when the pupils' changing time is included in the time allocation. The Year 2 dance lesson was well taught but the pupils had to finish just as they were gaining mastery of the new steps they had learned for their maypole dance. Parachute games in Year 1 are effective in helping them learn the value of teamwork. Pupils' physical development is enhanced by having a variety of games for them to play during breaks, often instigated and led by the midday supervisors. There is equipment such as skipping ropes for them to borrow and use to increase their level of activity and improve their co-ordination skills. Overall, resources are good and make a significant contribution to pupils' learning of new skills. Imaginative playground markings,

designed by the co-ordinator, encourage pupils to be more active during breaks and to invent their own games. The annual sports day is well attended and much enjoyed by the pupils and parents and carers.

PERSONAL, SOCIAL AND HEALTH EDUCATION

The provision for pupils' personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The school places a very high emphasis on teaching of personal, social and health education throughout the school day.
- Teaching is very effective in developing positive relationships between pupils and with staff.

Commentary

80. Standards are above expectations because teachers use sessions effectively. Weekly lessons are well established and mean that pupils achieve well. Teachers use open-ended questioning effectively. This ensures that pupils learn to solve their own problems. Pupils in Year 2 can explain that sometimes people feel proud and happy but on other occasions they can be sad. Teachers have very high expectations of pupils when they ask them to debate moral issues. Throughout break times all members of staff work effectively to promote high standards of personal and social development in pupils. Sex education and drugs awareness are covered appropriately for pupils in Years 1 to 2. A good programme of study ensures that pupils learn others' values. As a result, pupils throughout the school understand what it is to be a good citizen. Leadership and management in the subject are good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
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	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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