

INSPECTION REPORT

PRETTYGATE INFANT SCHOOL

Colchester

LEA area: Essex

Unique reference number: 114744

Headteacher: Mrs C A P Jackson

Lead inspector: Mrs C Pittman

Dates of inspection: 12 – 14 January 2004

Inspection number: 257227

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
Number on roll:	179
School address:	Plume Avenue Colchester Essex
Postcode:	CO3 4PH
Telephone number:	01206 572357
Fax number:	01206 768735
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Goss
Date of previous inspection:	8 June 1998

CHARACTERISTICS OF THE SCHOOL

Prettygate Infant is a small infant school situated on the outskirts of Colchester in Essex and currently draws half its pupils from the immediate locality and half from further afield. Housing is a mixture of social housing and some owner-occupied homes. The backgrounds of the pupils vary and there is more social and economic disadvantage than is typically found. There are 179 boys and girls, aged 4 to 7 years. Most pupils are white British; the percentage of pupils who do not speak English as their first language is very low. Pupil mobility¹ is also low. Some children attend a nursery before joining the school although attainment on entry is still below average. The percentage of pupils thought to be eligible for free school meals is average. The proportion of pupils with special educational needs is average but the number of pupils identified as needing extra help and for whom additional money is provided is below average. The significant special educational needs include speech and language; profound learning; and physical. The school has achieved the Investors in People standard and a healthy schools award.

¹ The term 'mobility' refers to pupils who join or leave the school at other than the usual times of admission or transfer, in this case, pupils who join after the start of the Reception year or leave before the end of Year 2.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18275	Chrissie Pittman	Lead inspector	Art and design Geography History Religious education Citizenship
9724	Bridget Quest-Ritson	Lay inspector	
22790	Jane Pinney	Team inspector	Foundation Stage English Music Physical education
22657	Mark Madeley	Team inspector	Mathematics Science Information and communication technology Design and technology Special educational needs

The inspection contractor was:

PBM Brookbridge & Bedford Ltd
13A Market Place
Uttoxeter
Staffordshire
ST14 8HY

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school where all pupils progress well. Achievement is good in most subjects. Pupils want to learn and relate very well to each other. Most of the teaching is good and a small proportion is very good. There is no unsatisfactory teaching. The school addresses the needs of all pupils well and is very inclusive. There is a good learning ethos and pupils' personal qualities are developed very well. The headteacher's leadership is very good and she is quick to identify and tackle any weaknesses. Other key members of staff manage the school well and pupils' care and support are very good. The school has a good partnership with its parents and offers good value for money.

The school's main strengths and weaknesses are:

- Pupils' attitudes, relationships with others and personal development are very good.
- The headteacher provides clear and purposeful direction to the school. Governance is now strong.
- The teaching is good and sometimes very good.
- Opportunities for an enriched curriculum, through the discovery afternoons, are very good.
- Pupils are very well cared for.
- The school's good links with its parents enables it to work very well with the community.
- There is insufficient monitoring of teaching, learning and assessment by coordinators in all subjects except English.
- Children's overall progress is impeded by an admissions policy that only lets them join the school for one term before their fifth birthday.

The school has made good improvement since the previous inspection. The school's response to its key issues from the previous inspection has been very positive. Leadership and management are more effective in identifying priorities for development and the governing body is more aware of the school's strengths and weaknesses and challenges senior managers more effectively. Teaching is now predominantly good and systems are tighter with more of a focus on raising standards by targeting and monitoring learning. Provision in the Foundation Stage is good and all children achieve well. Overall, pupils' attitudes to learning and their relationships with each other have improved considerably and are now very good. However the most significant improvement has been in an enriched curriculum which has contributed to a rich learning ethos where pupils' social, moral and cultural development has flourished. This has improved the school's efficiency.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2001	2002	2003	2003
reading	B	B	B	B
writing	B	A	C	C
mathematics	B	B	C	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Achievement is good. Most children when they start school are attaining below average standards for their age. When they leave aged seven, pupils' standards when compared to all schools and to similar schools are above average in reading and average in writing and mathematics. This is good achievement given the generally low attainment on entry and the high percentage of pupils with special educational needs taking the tests last year.

Targets were not set last year but the school met the challenging targets it set for pupils with special educational needs and for the higher achievers. The trend in the last four years has been broadly in

line with the national trend. Overall, there is little difference in the achievement of boys and girls, although girls achieve better results in writing.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes to school and their behaviour in and out of the classroom are very good. Attendance is good and lessons start on time.

QUALITY OF EDUCATION

The quality of education provided by the school is good overall. Teaching is predominantly good throughout the school with some examples of very good teaching. There is no unsatisfactory teaching. There is a positive ethos for learning in all classrooms. Good teaching in the Reception classes ensures that children have a positive start to their school life. The best teaching is in Year 2 where it is particularly effective in meeting the needs of all pupils regardless of the subject being taught. Good planning produces some inspiring lessons where pupils' learning is very good. In less effective lessons in various subjects throughout the school, when the teacher's knowledge of the subject is insecure or work is not well matched to some pupils' capabilities, teaching is, at best, satisfactory. The school provides a broad, balanced and enriched curriculum with a good range of learning opportunities to meet the interests, aptitudes and special educational needs of all pupils. There is an appropriately strong emphasis on literacy and numeracy skills and the creative activities on Wednesday afternoons provide a rich and stimulating learning environment. Provision for pupils' care guidance and support is very good. They feel valued and are involved very well in their learning. The school works effectively in partnership with parents, other schools and the community. It is well regarded in the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher's leadership is very good. She knows what the school does well, where its weaknesses are and how to improve them. Senior managers are well focused on improving standards and supporting all pupils. However, coordinators do not have the time to effectively monitor teaching, learning and how assessment is used in subjects other than English. Consequently coordinators cannot always accurately target pupils' individual achievement and this is one reason why standards are highest in English. A lack of management time is preventing coordinators from identifying and remedying quickly minor points for development. The governance of the school is good. Governors know the school's strengths and weaknesses, monitor the school's performance effectively, and ensure that statutory requirements are met. However, the school's policy of admitting pupils full time in the term they are five impedes the progress of summer born pupils because they have less time in school than the others in their year group.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with almost all aspects of the school. A few parents felt that they were not adequately informed as to how well their children were progressing. Inspection evidence shows that the school provides a considerable range of varied and high quality information for parents. The information in annual reports is also good. A significant minority of pupils feel that other children do not always behave well and are sometimes unkind. Inspectors found that the school dealt with any incidences of oppressive behaviour very effectively. However, there are a few children in most classes with a tendency to lose concentration.

IMPROVEMENTS NEEDED

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

- Strengthen the role of coordinators in improving assessment and monitoring teaching and learning in all subjects except English.
- Review the admissions policy.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The standards achieved are good overall. Standards in English and mathematics are above average. They are average in most other subjects. Teachers challenge pupils to think for themselves, and enable them to reach at least the levels expected of them. The school's results in the national tests, when compared to those of similar schools are above average in reading and average in writing and mathematics. Overall, pupils' achievement is good.

Main strengths and weaknesses

- Pupils in the Reception class make good progress towards attaining the goals expected of children of this age in most areas of learning.
- Achievement in Year 2 is good overall, considering the pupils' below average start.
- Pupils' attainment in the national tests when compared to all schools is above average in reading and average in mathematics and writing.
- Achievement of all pupils including those with special educational needs is good.

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

Standards in:	School results	National results
reading	16.6 (16.7)	15.7 (15.8)
writing	14.8 (15.7)	14.6 (14.4)
mathematics	16.5 (17.0)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Pupils in the Reception class reach all six early learning goals by the time they leave the Reception class. They achieve well in all of them. In Year 2 in English, current standards in reading are above average. Standards in Year 2 in mathematics, writing and science are average. Attainment at the higher level is well above the national average in reading, writing and mathematics. Overall, achievement is good.
2. The National Literacy Strategy is well implemented in the school and is making a significant contribution to pupils' learning. The use of language and literacy across the curriculum is good. Pupils are given well planned opportunities to develop their speaking and listening skills through role play activities and discussions. There are some good opportunities for writing across the curriculum. The National Numeracy Strategy has been successfully implemented within mathematics lessons. The use of numeracy in other lessons has been developed appropriately. Pupils are beginning to apply different techniques to solve mathematical problems. The pace of their learning is good throughout the school. By the time they leave school most are developing good numeracy skills.
3. The provision for information and communication technology has improved since the last inspection. Virtually all pupils reach, and some exceed, the standards expected by the end of Year 2. Given that many pupils enter the school with below average levels of attainment this represents good achievement. The school does not yet have a computer suite although one is planned. This results in pupils having limited time to use the two or three machines in each classroom. This inhibits the progress they could make.

4. Standards are in line with national expectations in all other subjects except, design and technology, music and physical education where there was insufficient evidence to make a judgement.
5. All pupils with special educational needs achieve well. By the time these pupils leave the school, their progress in literacy and numeracy is good because they are supported effectively in lessons by teachers and teaching assistants.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils are keen to come to school and have good attendance records. The school monitors attendance and punctuality well. Pupils' attitudes to the school are very good. Standards of behaviour are very high: pupils behave very well in lessons and around the school. There are very few instances of bullying. The school deals very effectively with any form of harassment. On balance, spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Relationships between pupils and their teachers are very good: this is a significant aid to both pupils' learning and their personal development.
- Discovery afternoons add considerably to pupils' social and cultural development.
- Relationships among pupils are also very good. They support each other well in lessons and at play.
- Pupils are enthusiastic about their lessons and the range of activities offered.
- The spiritual content of assemblies seen was weaker than the moral and social content although assemblies include an act of collective worship.

Commentary

6. The quality of relations between pupils and their teachers is very good. Pupils like their teachers and trust them. Several inspectors commented upon this mutual respect. Pupils are more receptive to learning because of this atmosphere of friendly trust and it helps them to do as well as they can. A high proportion of parents returned the pre-inspection questionnaire: all agreed that their children were happy in the school.

Example of very good practice

The Wednesday afternoons (Discovery afternoons) are organised in a different way from the rest of the timetable. They give pupils of different ages and from very different cultural backgrounds the opportunity to come together and have fun taking part in a range of varied and exciting activities.

During the inspection these included studying and making totem poles in the manner of West Canadian Indian tribes, digital imaging and country dancing. These draw on the interests of adults in the school and community volunteers and provide an effective way of encouraging pupils to take part in cultural events. The sessions are tremendously popular with pupils. Pupils interviewed considered them one of the best things about the school. The benefits for pupils' social development are even greater. Pupils of all ages are mixed together for these activities – they do not choose where they want to go. They learn to work together in different groups, with different adults. The afternoons provide an opportunity for pupils to extend their social skills and relationships with others.

7. An ability to mix well is not confined to discovery afternoons. Pupils are ready to help each other in lessons and to play happily and energetically together. They are aware that some children can be unkind at times and know what to do should it happen to them. Most think other children are kind.
8. Attitudes to the school are very good. Pupils enjoy their lessons and are enthusiastic about the work. They were keen to tell inspectors about all the lessons they liked. This enthusiasm is clearly visible walking through the school as classrooms and corridors buzz with

purposeful activity. As a result, standards of behaviour are very high; pupils work hard and learn well.

9. Considered overall, the provision for pupils' personal development is good. There is a strong sense of community in the school which leads to very good provision for pupils' social development, while moral and cultural provision is good. The school uses the requirements of the healthy schools initiative to ensure consistency in what they do. The links with a Ghanaian school give pupils the opportunity to hear about daily life in a very different country. However, the provision for pupils' spiritual development is less strong (though satisfactory). This is partly because the spiritual content of some assemblies can be muted, despite including an act of collective worship.
10. Pupils with special educational needs enjoy school. Parents indicate that there is rarely a problem getting them to come to school. They respond positively to the classroom rules. They mix freely with other pupils and those who are physically impaired join in as much of the curriculum as they are able to.
11. Pupils have good levels of attendance, above the national median for a school of this type. Despite this, the school does have some concerns about pupils taking holidays in term time. There is no unauthorised absence.

Attendance

Attendance in the latest complete reporting year (95.0%)

Authorised absence	
School data	5.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. The quality of teaching is good and has been improved since the previous inspection. The curriculum is good; enrichment opportunities are very good. Pupils are very well cared for and the school's links with parents and the community are good.

Teaching and learning

Teaching and learning are good overall. Assessment is used well to respond to pupils' individual needs in English.

Main strengths and weaknesses

- Teaching in Year 2 is very good overall.
- Most teachers insist on high standards of behaviour and positively reinforce good learning.
- Lesson objectives are clear and pupils understand them. Children consequently enjoy their learning and achieve well.
- Assessment is usually used well in English to inform future lessons. It is less well developed in other subjects.
- Pupils with special educational needs are well taught; teaching assistants are very effective.
- The teaching of religious education is weaker than in other subjects because some teachers' knowledge and understanding of the subject are not strong.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (13 %)	14 (47%)	12 (40 %)	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.

12. The teaching is good overall and ranges from satisfactory to very good. It has improved significantly since the previous inspection. The good teaching results in good learning and achievement considering the below average starting point of most of the children. Teaching in Year 2 is very good in English and history and is also very good in the discovery activities designed to develop the thinking, speaking and listening skills of Reception children. The pupils who are more able are particularly well challenged in Year 2, in English, mathematics and science. There are certain features that are common to many of the very good lessons and they provide clues to ways in which the satisfactory lessons could be improved. The start of the most successful lessons is particularly significant. The beginning of the lesson is usually brisk, lively and challenging; it immediately makes pupils think. In English, where many of these lessons are found, the teacher's infectious interest and good subject knowledge is used to set the scene and engage pupils in thinking about the objectives of the lesson. The teacher is indicating, from the outset, that he or she expects pupils to work hard but also that there is enjoyment and satisfaction to be gained from such learning.
13. Teachers' high expectations, obvious from the start, are maintained as lessons continue. In a very good English lesson in Year 2, pupils were obviously confident when challenged to think by the high quality questioning of the teacher. A great sense of fun was inspired by the teacher, and the lesson encapsulated a real love of learning among the pupils. All achieved the objective.
14. Once teachers have gained pupils' full attention they keep up the momentum, often with a series of short, focused tasks, so that there is no opportunity for pupils' concentration to flag. This was demonstrated in a good art lesson in Year 1 where pupils were encouraged to take their learning one step further when they were asked to use their imagination to produce more intricate patterns with their weaving. Usually there is little need for obvious management of pupils; behaviour is good and there are good relationships, based on mutual respect, between pupils and teachers. When necessary, however, teachers are quick to notice and deal with any straying of attention or lack of effort. Parents are pleased with the progress their children make and say that the teachers do well to help them become mature and responsible.
15. Lessons usually provide a good atmosphere for learning. Pupils have the confidence to try things out, attempting an ambitious answer or putting forward an opinion, secure in the knowledge that the reactions of both the teacher and fellow pupils will be supportive. Teachers use resources effectively in their lessons.
16. Most teachers monitor and adapt their daily planning in English to take account of pupils' progress and capabilities and to change what is taught lesson by lesson. This is not as well developed in other subjects or areas. In the Foundation Stage the planning appropriately encompasses all the areas of learning, and the work children have to do is disguised effectively as 'having fun'. Resources are inventive and make pupils' learning more meaningful particularly in the group activities. However, this is not always the case with whole class sessions, when older more able children are not always sufficiently challenged and the younger children become distracted when they do not understand what to do.

17. Teachers meet the needs of pupils with special educational needs with very good support and tasks are matched well to their needs. The coordinator for special educational needs has a very good understanding of special educational needs within the school and liaises well with teachers and support staff. Class teachers take account of pupils' individual education plans when planning work for the class. Learning support assistants are very good. They work well with class teachers, continually assessing pupils' needs and standards. Support for pupils who have a statement of special educational need is good and all pupils with special educational needs are well integrated into the school community.
18. The school has a clear and comprehensive assessment policy which gives good guidance to staff. The procedures for monitoring and supporting pupils' academic performance are good overall. The procedures in place for English are good. Assessment procedures in all other subjects are less well developed. There is a clear understanding of the purpose and use of assessment. Teachers' plans make clear that they will assess the learning objectives they have set and this is good practice. There is a good marking policy and teachers mark pupils' work regularly. Good feedback is given to pupils in lessons and they are told how they can improve their work. Teaching assistants make effective notes on what pupils can do and on the quality of their contributions in whole class questioning and answering sessions.
19. Results of various tests are analysed well to mark the performance of different groups of pupils and individuals. Teachers effectively identify what progress each group and individual pupils have made and use this information to set specific targets for future improvement. This system also identifies pupils to be targeted for extra help and more recently, pupils who are particularly gifted or talented. The school's own procedures for tracking the progress of individual pupils are very good. Assessment for pupils with special educational needs is good.

The curriculum

There is a good range of worthwhile curricular opportunities. The curriculum is well planned to match the needs of all pupils. Enrichment activities are very good. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum has improved considerably.
- Discovery afternoon activities broaden pupils' learning opportunities.
- Visits and visitors enrich the curriculum.
- Links between subjects are planned well.
- Support for pupils with special educational needs is well organised.

Commentary

20. The school offers a good curriculum, enriched by a selection of visits and extra curricular activities. The curriculum is planned in a much more logical way than at the last inspection and this has helped raise standards in English, mathematics and information and communication technology. In many subjects, planned topics use the national guidance, which allows skills and knowledge to be gradually built up. It also ensures that the full requirements are taught. Well-written policies and schemes of work guide teaching in all subjects. There are well-planned links between subjects, for instance the teaching of how to retrieve information from CDs and from the Internet when pupils are researching historical facts. The Foundation Stage curriculum is good. It provides balanced learning opportunities firmly based on the statutory areas of learning. The programme for personal, social, and health education, including sex and relationships education and attention to drug misuse is good. It is used well to support pupils' understanding of themselves, relationships and the world around them. The school complies with statutory regulations to provide collective

worship for all pupils. Whole school and class based acts of worship lend variety and give classes and individual pupils the opportunity to lead assemblies.

21. Provision for pupils with special educational needs is good. Their personal programmes are well planned and their targets appropriate to their stage of learning. Learning support assistants are well trained and supported by the special educational needs coordinator. They teach these pupils very well, stimulating and challenging them within the pupils' capabilities. Good quality and regular feedback helps teachers plan the next stages of learning accurately.
22. Pupils are well prepared for the next stage in their learning because the school teaches them to be active and inquisitive learners within a framework of good manners and behaviour. They also have good literacy and numeracy skills, and benefit from the good links with the junior school.
23. The school has adapted the standard curriculum well to meet the needs of its pupils. It has then looked beyond it to further broaden and enliven their learning. The Discovery Afternoon is rich in experiences both academic and social. Pupils of all ages mix freely and happily in activities ranging from bell ringing to using digital imagery. Skills and thinking are extended, for instance art skills during the printing session and map work during the 'chocolate club', when they located Mexico.
24. The school offers a good range of clubs during lunchtime. The soccer and singing clubs are especially popular. Most topics have a linked visit; for example, pupils in Year 1 visit the Toy Museum as part of their history studies. The local environment and the wild life area are also used well, with the local woods supplying the raw materials for sculptures.
25. Teaching staff have a good range of expertise and personal interests which are used to the benefit of the pupils. The learning support assistants are experienced and well trained. Accommodation is spacious and used well, for instance pupils visit and use the library regularly as well as groups using it as an occasional teaching space. The recently built area known as the 'Quad' has the potential to be a valuable resource. Resources are good and used well. For instance there is ample, accessibly stored science equipment for all pupils to take part in practical work.

Care, guidance and support

Standards of care are very good. Very effective child protection and safety procedures are in place. Pupils have good support and guidance because teachers know them very well and the monitoring of personal and academic progress is effective. The arrangements to involve pupils in the work of the school are very good.

Main strengths and weaknesses

- Teachers really do know the pupils and use their knowledge sensitively to look after them
- The School Council is a fully consultative body despite the youth of its members.
- Pupils who have a Statement of Special Educational Need receive particularly kind and thoughtful support and are very well cared for.

Commentary

26. One reason for the very good care that the school gives all its pupils is because it is a closely knit and friendly community. Its relatively small size helps too. Individual needs are identified and taken into consideration. Teachers in the school really do know all pupils, not just those in their class, very well. The fact that they know pupils so well and have such very good relationships with them is another reason why teachers and other members of staff provide such high quality care. The school benefits from being part of the healthy schools

initiative. Child protection procedures are comprehensive. Safety procedures are thorough and include clear guidance for helpers in the school. The building and grounds are well maintained.

27. Informal knowledge of pupils is backed by careful records of how well pupils do during their time in the school, both academically and personally. The 'green' books allow progress to be followed easily because they include samples of work as well as an overall evaluation but are not too cumbersome. Particularly sensitive care and support are provided for the pupils who have a Statement of Special Educational Need in the school. This support is sympathetic and understanding, but is sufficiently rigorous to ensure that they achieve their potential.
28. The school involves pupils very well in its work. The school council is a democratically elected and fully consultative body. All pupils consider issues during circle time which the elected representatives discuss at meetings of the council. They also have to report back to their classes. What is unusual is how well it works with such young pupils. Although there were no meetings of the Council during the inspection, the minutes reveal careful consultation and productive discussion leading to change.
29. Members of the learning support staff working with pupils who have a statement of special educational need are caring and supportive. Parents receive constructive advice because assessment is good and members of staff are knowledgeable about the children.

Partnership with parents, other schools and the community

The partnership with parents is strong. Links with the community are good. There is a good support programme for parents. Links with other schools are good at both the pastoral and the curricular level.

Main strengths and weaknesses

- There is a good range of information for parents.
- Lots of parents and community volunteers help in the school.
- The school runs workshops to enable parents to help their children learn.
- Good shared facilities with the Junior School help to ensure a smooth transition.

Commentary

30. The school takes care that parents know what is going on in the school. It provides a considerable range of varied and high quality information through newsletters, curriculum outlines and an autumn information evening, as well as the prospectus and governors' annual report. Parents can see and comment on the 'green' books which chart pupils' progress. The information in annual reports is good, especially for the core subjects of English, mathematics and science in Years 1 and 2. Good information about special educational needs provision helps parents of pupils with special educational needs to be fully involved with their child's learning.
31. Parents are made to feel welcome in the school. Almost all the parents who responded to the pre-inspection questionnaire and attended the meeting for parents said that they found the school approachable. Many parents help in the school with lessons, with reading and with the activities during the discovery afternoons. Nor is it just parents who feel welcome and come to help: many volunteers from the local community come to the school to share their expertise and enthusiasm. All help to contribute to pupils' learning.
32. The school runs courses for parents. Links with an adult education organisation allow courses and workshops on such topics as 'Helping your child learn' to take place at the school.

33. Links with the junior school are good. Because the two schools share a site, they are able to benefit by sharing facilities. More importantly they have developed a bridging project to help ensure a smooth transition when pupils move from Year 2 to Year 3. Good links exist too with other schools within the immediate area, which allows the schools to share good ideas and educational resources.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governors run the school well. The headteacher's leadership is very good. Senior managers are well focused on improving standards and coordinators are committed to supporting pupils' learning through a rich and varied curriculum. The school is managed effectively.

Main strengths and weaknesses

- Governors know the school's strengths and weaknesses; they challenge and support senior managers well.
- The headteacher's clarity of vision and sense of purpose are very good.
- The school manages its finances very well, ensuring it gets the best value for money when committing resources or spending school funds.
- The school's evaluation of its performance is good. Data is used well to monitor the school's performance.
- Teaching is well monitored in English. However, the monitoring of teaching, learning and assessment procedures in other subjects is insufficiently developed and this is one reason why standards are lower than in English.

Commentary

34. The governors are knowledgeable and committed to the needs of the school and its pupils. With the help of regular reports from the headteacher, they monitor the school's strengths and weaknesses well. Governors ensure that statutory requirements are met and effectively challenge the senior management team to account for weaknesses and plan for success. However, the school's admissions policy, of pupils starting full time in the term they are five, impedes the progress that could be made by pupils born in the summer term. Were they to start school in January they would have had two terms education before going to the Year one class. There is a good Race Equality policy and the governing body monitors its implementation well. The headteacher provides very good leadership. She knows what the school does well, where its weaknesses are and how to improve them and has established an ethos of striving to improve.
35. The members of staff work well together. They believe that they are well supported by senior teachers in their efforts to raise standards. Monitoring reports show that the school is self-critical and evaluative of its practices. Each year there is an analysis of performance data including National Curriculum tests and other non-statutory tests where coordinators are held accountable for achievement in their subjects. In areas where there have been relatively less successful results, such as standards in writing and mathematics, the school is quick to take action.
36. The provision for special educational needs is well managed. Special needs assistants and teaching assistants are well trained and deployed. All teaching staff have been trained in the use of the current code of practice and keep careful track of the progress of pupils with special educational needs. Records are regularly updated by the special educational needs coordinator and are readily accessible and used by support staff. The special educational needs programme is well supported by good resources. The planning for the whole group of

lower attaining pupils is a strong feature in English and mathematics and helps these pupils make better progress than is usually found.

37. The school's self-evaluation and its use in improving standards are generally good. This has given clear educational direction to the work of the school. Curriculum coordinators evaluate their subjects satisfactorily and areas for development are included in the school's improvement and management plan so that priorities can be established over the long and short term. Effective monitoring is clearly defined by the headteacher and governors. It is aimed at helping the school to be clear about how well the teachers teach and how well the pupils are learning. However, although coordinators monitor teaching well in English, this is underdeveloped in the other subjects and this means that good practice to raise standards in these other subjects is not always identified and shared as rigorously as it is in English. There is a good balance of expertise among the staff. The school's strategy for appraisal and performance management is good. Financial planning and the strategic use of resources are very good. The school has used its resources very effectively in its development of the quad.
38. The leadership and management have been successful in establishing a productive climate for learning and promoting inclusion very well. The school is effective and provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	520,768
Total expenditure	464,517
Expenditure per pupil	2,580

Balances (£)	
Balance from previous year	76,521
Balance carried forward to the next	56,251

The balance carried forward includes finance reserved for building work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision in the Foundation Stage is good. All children achieve well, from a largely below average level of attainment on entry. Children make good gains in learning and achieve the early learning goals in all areas of learning. No overall judgement about provision was made in the last inspection so it is not possible to judge improvement.
40. Children start school in the Foundation Stage from very different starting points and from a variety of pre-school providers, but overall the children's skills are below average in all areas of learning. Attainment on entry has declined since the previous inspection, when it was judged as average, because more children start school with learning difficulties and special educational needs. Children make good progress and achieve well, as a result of the good provision brought about by good leadership and management and good teaching. Good learning opportunities are provided for the children, firmly based on the areas of learning. Good assessment procedures are used well to track children's progress, although they are occasionally not used as well to plan activities that are suited to children's individual needs. All members of staff form an effective team and work with strong commitment and expertise to ensure that children have a good start to their school life. Children enter one of two Reception classes, attending part time in the term before they are five. They begin full time education in the term in which they are five. At the time of the inspection the children who attend for half a day had been in school for just two days.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- By the end of the Reception class the children have met the expected level in this area of learning.
- Achievement is good.
- Teaching and learning are good.
- Children have good attitudes and behave well.
- Children are given very good opportunities to develop their independence and to become members of the wider school community.

Commentary

41. Children start school with a wide range of personal, social and emotional skills, which overall, are below average. They achieve well in this area of learning and are on course to attain the early learning goals by the time that they start Year 1. This is because the quality of teaching and learning in this area is good. Adults form very positive relationships with these young children and interact well with them. They encourage them through praise and this successfully develops their confidence. A good range of activities is planned to ensure that the children's curiosity is stimulated. Teachers establish firm routines, which help children to feel secure and to settle quickly into school life. The new children experience difficulty in making their own choice of activity, but older children, who have been longer at the school, demonstrate the good progress that is made in personal development as they enthusiastically select and involve themselves in activities for extended periods of time. They confidently talk to adults and include other children in their play. Children have good attitudes to all the areas of learning and most behave well.

42. Reception children are very well included in the life of the school and are gaining a strong understanding of themselves as part of a wider community. For example, the weekly discovery afternoons provide children with very good opportunities for the development of social skills and they show confidence and enjoyment as they join with older children in participating in a wide range of activities. Parents and staff work in partnership to enhance the children's learning, with a significant number of parents offering valuable help in each Reception class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **good**.

Main strengths and weaknesses

- Attainment is as expected by the start of Year 1.
- Children achieve well in relation to their prior attainment because of the good teaching of basic skills.
- The classrooms are a rich learning environment, with good learning resources, where children have plenty of opportunity to develop their speaking, listening, reading and writing skills.
- Activities are well organised and well planned to meet individual needs.
- Adults talk to children with respect, encouraging them to express themselves.

Commentary

43. Children enter the Foundation Stage with below average attainment. They achieve well and most are on course to attain the early learning goals by the time they leave the Reception classes. All children, including those with special educational needs, make good gains in learning because of the good quality of teaching and a well planned curriculum.
44. A wide range of activities is provided for the children so they make good progress. For example, a group of children worked to discuss and create a story. They were able to express themselves clearly, with good support from the adult helper, who effectively encouraged them to recall details of their story.
45. Children are given good opportunities to develop their writing skills and during the school day are often to be found making use of the pencils and crayons that are easily accessible to them. For example, children have enjoyed writing 'prescriptions' when the role play area was a doctor's surgery. Children use a range of marks, symbols and familiar letters to communicate meaning. They make good progress because focused activities in this area are well planned to meet individual needs and children of all abilities are well supported. For example, more able children were holding their pencils correctly, writing a few words independently and copying unfamiliar words accurately as they worked closely with an adult to write about polar bears.
46. Children show an interest in books and handle them with care. Most children have embarked on a reading scheme and begun to recognise a few words. A workshop for parents on how to help their children learn to read is well supported and parents make a valuable contribution to the good progress that is made.

MATHEMATICAL DEVELOPMENT

Provision is **good**

Main strengths and weaknesses

- Children are developing a good basic knowledge of number.
- Teaching is good overall and children achieve well.
- Assessment is not always used well to plan activities that are suited to different individual needs.

Commentary

47. On admission to the Reception classes, children have skills below average. Most are on course to attain the early learning goals when they leave the Reception and their achievement is good. They make good progress overall because teachers plan interesting activities that help to develop both mathematical and language skills. For instance, children were enjoying counting and sorting shoes and learned to identify which were largest and smallest. Most children successfully count forwards and backwards from 20 and some extend their counting further. Most clearly understand the concept of 'how many' and count an appropriate number with confidence. More able children have begun to learn simple addition. As they use cubes to measure the length of shoes, they demonstrate their growing understanding of mathematical vocabulary, such as 'long' and 'short.'
48. Members of staff use a good range of resources, which help the children to acquire new skills. They make learning interesting by linking skills they wish the children to learn to fun topics and themes, as for instance with the class 'shoe shop'. Group activities are well planned to meet the children's widely varying needs. However, this is not the case with whole class sessions, when more able children are not always sufficiently challenged and less able children sometimes become distracted when they do not understand what to do.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **good**.

Main strengths and weaknesses

- The school uses its grounds well to develop children's understanding of the world.
- Teaching and learning are good.

Commentary

49. Children are on course to attain the goals set for their learning by the end of the Reception year and their achievement is good. They achieve well because the quality of teaching and learning is good. Teachers have a good understanding of this age group. They plan activities that stimulate the children's interest and use a good range of resources to help them achieve well. This was the case as children took a 'winter' walk in the school grounds. Most children were able to identify features of winter, such as the bare branches and cold weather. The teacher used questioning well to extend the children's knowledge and understanding as, for example, she asked them why their shoes were sinking into the ground as they walked. The children were entranced when they discovered 'Lars' the polar bear among the leaves. Back in the classroom they expressed a lively interest and good concentration as they discussed conditions in the arctic and looked at a map to trace Lars' journey to England. Children are developing an understanding of the difference between past and present as, for example, they compare and draw pictures of lamps old and new. Their knowledge and understanding of the wider world is effectively enhanced by a good number of visitors to the Reception

classes, including the local policeman. Children use a wide range of construction toys. They are given frequent opportunity to use the class computer and can perform simple functions. Some more able children can access the Internet.

PHYSICAL DEVELOPMENT

50. It was not possible to make an overall judgement of provision or standards as it was not possible to observe any physical education lessons and inclement weather prevented children from using the outdoor play area. However, children demonstrate satisfactory skills when handling small tools such as scissors and pencils.

CREATIVE DEVELOPMENT

Provision is **good**.

Main strengths and weakness

- Teaching and learning are good.
- Children are provided with good resources and a broad range of experiences.
- Children have good attitudes to learning.

Commentary

51. Children enter the Reception year with underdeveloped creative skills. In the time they are in the Reception classes they make good gains in learning and most achieve the early learning goals because of the good learning opportunities provided for them. Creativity and self expression are valued by the staff and children are given plenty of opportunity to develop their creative skills. For example, in the role play 'shoe shop' area, children animatedly take on the role of shopkeeper and customer. Children confidently use a range of paints, crayons and pencils as they produce pictures from direct observation. They have successfully produced, for example, pencil drawings of old and new lamps and used colour effectively to paint portraits of their friends. They take pleasure in confidently mixing their own colours when painting; one child excitedly exclaiming, 'look, I've made pale green!' Children's creative development is effectively enhanced, as they learn to describe their feelings when listening to music. More able children can identify the main instruments that are being played.
52. Through careful planning and good organisation, teachers ensure that all children have the opportunity to take part in a broad range of activities. Children are encouraged to work independently, but adults also intervene appropriately when needed. In enjoying the variety of work available, and being well supported by adults, the children are helped to make good progress.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils' standards are above average in speaking, reading and writing.
- Teaching is good with many strong features.
- Assessment procedures are used well to plan suitably challenging activities to meet individual needs.
- Pupils of all abilities are included very well in lessons.
- Members of the support staff make a valuable contribution to pupils' learning.
- Pupils have good attitudes to learning and behave well in lessons.
- The leadership and management of the subject are very good.

Commentary

53. Standards are higher than those seen at the time of the previous inspection and are now above average. Good improvement has been made in raising standards.
54. Standards in national tests are above the national average in reading and average in writing when compared with similar schools. Standards are higher in the present Year 2, particularly in writing, where standards are currently above average. This is because initiatives for improvement instigated by the school, including the provision of extra support groups, have proved successful in raising standards. There is no difference between the attainment of boys and girls. Pupils start in Year 1 with average levels of attainment, having been well prepared in the Foundation Stage to develop their skills of speaking, listening, reading and writing. They make good progress as a result of good, sometimes very good teaching. Teachers use assessment effectively to plan work that is well suited to individual needs, so pupils of all abilities achieve well. Lessons are conducted at a brisk pace and challenging activities motivate pupils to give of their best. Pupils are managed very well and behaviour is good. Pupils with special educational needs have very good support from teaching staff and assistants who are very well briefed. Individual and group education plans are used very well to move pupils forward in their learning and, as a result, these pupils work with confidence and enjoyment, and are fully included in lessons. Good quality resources are used well to enhance learning. Individual target setting is used very well to raise attainment. For their age, pupils have a good understanding of their own learning and are aware of their individual targets for improvement. Learning objectives are made clear at the start of lessons and, where the teaching is very good, the pupils usefully evaluate their achievement at the end of the lesson. Across the school, information and communication technology is used satisfactorily to support the development of reading and writing skills.
55. Speaking and listening skills have been a priority for whole school improvement and successful initiatives to raise standards have been initiated. Well planned opportunities for speaking and listening are provided across the curriculum. Pupils develop their skills very well as they participate in varied activities during the discovery afternoon. For example, in the speaking and listening club, pupils are very keen to take their turn to speak for two minutes on a subject of their choice. The school is aware that speaking skills are better than listening skills and are in the process of addressing the issue. Most pupils listen carefully, demonstrating their understanding by answering questions appropriately. However, a few pupils show a lack of awareness of others' needs through their untimely interventions. In speaking, most children are confident, articulate and express their ideas well by the end of Year 2.

56. Standards are above average in reading. Most pupils enjoy reading and can express their preference for different books in simple terms. They know the difference between fact and fiction. Most pupils confidently sound out unfamiliar words and use picture clues and initial sounds appropriately. More able pupils confidently use their knowledge of the alphabet to check words in dictionaries and thesauruses. Most parents support their children well in reading and this has a positive impact on their learning. The use of the school library has improved since the last inspection and pupils benefit from regular timetabled sessions to develop their library skills. For example, in their library sessions, Year 2 pupils have recently been making class books, incorporating contents and index pages.
57. Standards of pupils writing are above average. Pupils make good progress and achieve well. In Year 2, pupils achieve very well because the deployment of extra staff ensures that pupils of all abilities are very well supported and progress is very good as a result. For example, there has been a marked improvement in the number of pupils achieving above average standards since the introduction of a more able group each spring. All pupils write for a range of purposes, including poetry, stories and instructions. Most pupils express their ideas clearly in simple sentences, spelling familiar words accurately. Handwriting is good. Pupils write neatly and legibly and are beginning to join their writing. More able pupils consistently use full stops and capital letters correctly and are beginning to use speech marks, commas and question marks in their story writing. These more able pupils are enthusiastic in their writing, considering and redrafting their work for greater effect. They confidently consult dictionaries and thesauruses for alternative words. As a result they use a broad vocabulary fluently and imaginatively. This is well illustrated in a pupil's poem as he describes eating Maltesers;-
- Teeth crunch
Mouth mashes
But tummy not yet full
Another
58. The subject is managed very well. Through effective monitoring, the coordinator has a very clear idea of strengths and weaknesses in the subject and has correctly identified areas for improvement. Good assessment techniques and very good management of special educational needs have made a very good contribution to pupils' achievements and standards are likely to continue to rise.

Language and literacy across the curriculum

59. Teachers provide good role models in their own use of language with pupils. The use of language and literacy across the curriculum is good. Pupils are given good, well planned opportunities to develop their speaking and listening skills through role play activities and discussions. There are some good opportunities for writing across the curriculum. For example, in history, Year 2 pupils choose a famous person to write about for their homework. In science, pupils design posters on drugs safety and in design and technology pupils produce design booklets on models using winding mechanisms. The use of technical language is encouraged where appropriate.

MATHEMATICS

Provision is **good**.

Main strengths and weaknesses

- Tasks which are well matched to pupils' abilities lead to good learning.
- Strong leadership has led to improvements in standards.
- Lower attaining pupils receive skilled support.

Commentary

60. Standards in Year 2 are above national expectations, which is an improvement since the last inspection. This is because there is currently a large group of higher attaining pupils and few lower attaining pupils. This judgement differs from the 2003 test results, which, because of a higher than usual proportion of special educational needs pupils, represented a dip in the steady upward trend in results since 1999. There is no difference between the standards achieved by boys and girls. While the last inspection indicated that shape and space were not taught well enough, this is no longer the case as pupils reach higher than average standards in this aspect of mathematics. Pupils' achievement is good. They enter Year 1 with average standards and a well-planned programme and consistently good teaching enable them to reach higher than average standards.
61. Pupils with special educational needs make good progress towards their targets. They are taught well and set tasks at their ability level and so make frequent small gains in knowledge and understanding.
62. Teaching is good. Planning takes full account of what pupils can do and tasks are carefully prepared which allow all pupils to learn at their own pace. Pupils are very keen on mathematics because teachers explain things clearly and prepare interesting lessons. In a group of Year 2 pupils four of the six stated that mathematics was the best thing about their school. Pupils are challenged frequently, for instance higher attaining Year 2 pupils were able to give change accurately from £2. However, higher attaining pupils are not yet given sufficient opportunities to work with numbers larger than 100. In Year 1 pupils worked comfortably at different ways of making 20 but lower attaining pupils were rushed in recording their work before they had understood and this restricted their progress. Homework is set weekly and used well to enhance what is taught in lessons. Pupils make better than average gains in knowledge and understanding and work productively. Teachers mark pupils' work and give praise but they rarely give written pointers as to how pupils might improve their work next time.
63. Leadership and management are generally good but constrained by insufficient time for management activities. This lack of opportunity is preventing the coordinator tackle quickly the minor development points noted elsewhere. The National Numeracy Strategy has been used well to raise standards. Good training has helped teachers become more confident when teaching mathematics. Assessment procedures are used well to highlight relative areas of strength and weakness. Work for lower attaining pupils is very well planned and learning support assistants help them remain focused on their learning. Individual pupil targets have just been started. However, neither pupils nor teachers make sufficient use of them in lessons and their effectiveness in raising standards further and this is not monitored. Test results are analysed carefully and thoroughly and changes to curriculum made, if required. The school makes predictions of Year 2 test results but these predictions are not sufficiently challenging to raise standards further.

Mathematics across the curriculum

64. Pupils make satisfactory use of the numeracy skills in other subjects. Two examples are that they use their data handling skills in a science topic on 'ourselves' when creating graphs. The Year 2 pupils measure in centimetres the dimensions of the Christmas card they design in design and technology.

SCIENCE

Provision is **satisfactory**.

Main strengths and weaknesses

- Strong leadership has led to major improvements since the last inspection.
- Topics emphasise scientific enquiry.
- The coordinator has too little time to monitor standards and teaching.

Commentary

65. Standards in Year 2 are in line with the national average, which is similar to the last inspection and the 2003 teacher assessments. This means that virtually every pupil reaches the average grade [Level 2] and approximately one in every three reaches the higher grade [Level 3]. The teaching of scientific enquiry is much improved since the last inspection because teachers are more confident of their own scientific knowledge and are supported well by the scheme of work. There is little difference between standards achieved by boys and girls. Pupils with special educational needs make good progress towards their targets because learning support assistants help them to understand the tasks and to complete the practical work.
66. Pupils enter Year 1 with inquisitive minds and a satisfactory knowledge of the world around them and how it works. This is built on well by teachers who provide a good range of interesting and practical activities, which the pupils enjoy greatly. They do not develop their recording skills sufficiently. For instance, many of their books are very similar because they have the same worksheet. The combination of these two elements means that pupils' achievement is satisfactory in Years 1 and 2.
67. The quality of teaching is satisfactory, which is a big improvement since the last inspection. Teachers' confidence has improved because their subject knowledge is better. This has led to improved learning by pupils because they now have a balanced programme and many opportunities for practical work. Lessons are well planned, for instance in Year 2 pupils of different abilities were set slightly different tasks on the same theme of materials. This allowed all pupils to succeed at their own level. Simple texts are used well to help pupils find out things for themselves. Pupils record much of their work in a similar way, often using worksheets, and this does not help them develop their scientific vocabulary or ideas.
68. Strong leadership from the coordinator and senior managers has improved the quality of teaching and increased substantially the number of pupils achieving the higher grade in the teacher assessments at the end of Year 2. This is a significant improvement since the last inspection. Resources are well organised and make it easy for teachers to provide all pupils with opportunities to take part in practical work. The Wild Life area is used well to stimulate pupils' interest in nature. Assessments at the end of each unit provide some information on standards but are not sufficiently detailed. The coordinator has insufficient non-contact time to monitor standards or the quality of teaching. This lack of monitoring ultimately impacts negatively on pupils' achievement, such as the restrictions on learning noted earlier caused by not have different worksheets for pupils of different ability, and makes remedying these minor development points take longer than it should.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory**.

Main strengths and weaknesses

- Strong leadership has led to good improvement in standards and facilities.
- Improved teacher confidence has raised standards.
- Pupils have too little time working on the computer.

Commentary

69. Leadership and management are good. The coordinator is knowledgeable and experienced. She has rewritten the topics, helped improve teachers' subject knowledge through training and improved the quality of computers since the last inspection. The annual review and action plan are detailed and focus directly on pupils' standards and teaching. These initiatives have all contributed to the improved standards seen in Year 2. The coordinator has very little non-contact time in which to monitor standards and teaching and this has the potential for slippages in standards not being noted quickly enough. While the quality of computers has improved, the school has some way to go to match the national 'one computer to eight pupils' ratio. Plans for a media centre are likely to remedy this but current pupils do not get sufficient time on the computer to enable standards in this subject to match those of English and mathematics.
70. Standards in Year 2 are in line with national expectations and this is an improvement since the last inspection. Pupils use computers very confidently and are very enthusiastic about any activity. They work cooperatively, sharing one machine between two, and discuss sensibly strategies like which letter to click on. Their achievement is satisfactory. They learn how to use basic programs, like word processing and graphing, and enjoy learning through simulations and games. Because there are only two or three machines in each classroom they do not learn as much as they could because they have too little time actually using the computer.
71. Teaching is satisfactory, which is an improvement since the last inspection. Planning is thorough and shows good links with other subjects, for instance history and literacy. Learning support assistants and voluntary helpers are used well to support pupils, though they occasionally read the information for the pupils, rather than allowing them to develop their scanning skills, for example when finding out information on the Great Fire of London. Pupils use machines sensibly and fairly because teachers set and reward high standards of behaviour. Pupils record samples of their work in a book. This provides teachers with a useful record of work covered and the individual skill level of each pupil.
72. The digital imaging work, done as part of the 'Discovery Afternoon', extends the curriculum and challenges pupils. They operate the program with good skill, sharing expertise willingly, for instance, older pupils help youngsters to navigate their way through the program. The good links with the junior school allow Year 2 pupils to occasionally use their media suite to further their computer skills.

Use of information and communication technology across the curriculum

73. The use of computer skills in other subjects is good. Links are well planned. Some examples are pupils enjoy a supermarket simulation to help them learn about giving change. When learning about 'Ourselves' in science they learn to use a database to collate their measurements. Retrieving data from CD ROMS and the Internet is combined well with a search for more information on the Great Fire of London.

HUMANITIES

74. These subjects were sampled so it is not possible to make an overall judgement about provision. Two lessons were seen in history and none in geography.
75. From the scrutiny of pupils' work and talking to pupils, standards in **history** are broadly in line with expectations and have been maintained since the previous inspection. In a very good lesson seen in Year 2, different tasks were set for all pupils, accelerating their rate of progress, particularly for the more able pupils. Information and communication technology is used well to enhance pupils learning in the subject. Good use is made of a range of visits and visitors to make the work interesting and relevant. The coordinator monitors teachers' planning but does not have the time to monitor the teaching or how assessment is used to support learning. Consequently there is no on-going over-view of how much progress pupils make.
76. From speaking to pupils and a scrutiny of their previous work, standards in **geography** are in line with expectations. A commercially produced scheme of work is continually reviewed and adapted to meet the particular needs of the school and teachers' planning indicates appropriate coverage of the recommended programmes of study. In conversation pupils have good attitudes to geography. The leadership and management of the subject is satisfactory. The coordinator monitors teachers' planning and samples pupils' work but does not monitor teaching on a regular basis. Assessment procedures are underdeveloped and are not sufficiently informative to enable pupils to have a clear understanding of what aspects of geographical skills they need to improve upon.

Religious Education

Provision is **satisfactory**.

Main strengths and weaknesses

- Planning appropriately includes a variety of multicultural experiences.
- There is no assessment policy and consequently assessment does not inform curricular planning.
- There is insufficient monitoring of the teaching and learning.

Commentary

77. From the evidence available in books, discussions with pupils and the two lessons seen, it is evident that standards in religious education are average and achievement is satisfactory by the end of Year 2. Overall, standards have been maintained since the previous inspection. The subject is taught in accordance with the locally agreed syllabus.
78. Pupils in Year 1 are only just beginning to explore and consider their own activities and compare them with simple moral codes. Most pupils understand moral concepts, for example, of friendship and can talk generally about caring for others but very few can express their ideas in any religious sense. By Year 2 pupils are attaining standards that are in line with the expectations of the county Agreed Syllabus for this age. Pupils with special educational needs are achieving satisfactorily in relation to their capability, and are making satisfactory progress.
79. Teaching and learning was satisfactory, overall, in the two lessons seen in Years 1 and 2. From the lessons seen, teachers' knowledge and understanding is variable. Where it is good pupils make good progress in their understanding. However where the teacher's knowledge of the subject is less secure, this impacts negatively on pupils' achievement.

80. The management of the subject is satisfactory. However, there is no assessment policy for staff to use when assessing pupils' attainments or to ensure that lesson planning is systematic and makes progressive demands on pupils. Some teachers have insufficient knowledge of the subject to enable them to use the Agreed Syllabus to the pupils' best advantage and there is little in the way of monitoring of the teaching and learning to ensure that pupils are making adequate progress. The school has highlighted this area in its development plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. These subjects were sampled so it is not possible to make an overall judgement about provision. One lesson was seen in art and design, music and design and technology; two lessons were seen in physical education.
82. In **art and design** the lesson seen, a scrutiny of pupils' work and discussions with pupils, show that standards are in line with national expectations by the end of Year 2 and pupils achieve satisfactorily. Standards have been maintained since the previous inspection.
83. From the time pupils start school they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination, and to respond to examples of art in the world around them. Colourful displays of pupils' work are hung throughout the school. Reception children are adept at colour mixing and matching with poster paint. Year 1 have developed their observational skills drawing character faces and have produced some exciting work in the style of Gaudi using papier mache. Their work is above average. Year 2 has created some effective 3D clay sculptures in the style of Barbara Hepworth. Their work on shape and pattern, using a digital camera to take pictures of ordinary objects around the school and present them in a collage with various mediums, shows an eye for detail. There is good development of practical skills in some classes, although this depends largely on the subject expertise of the teacher. Pupils with special educational needs achieve well overall.
84. The subject coordinator is committed to reviewing the scheme of work and plans the art curriculum well. There is a whole-school overview to monitor pupils' progress, although assessment is still informal and does not adequately inform curricular planning. Teaching is monitored too infrequently for the coordinator to improve how art skills are taught throughout the school.
85. In **design and technology** a review of teachers' planning and discussions with the subject coordinator indicate that the topics chosen cover the National Curriculum requirements. The subject is well led and managed. There has been good improvement since the last inspection. Topics are now well organised and pupils really enjoy tackling the tasks. End of unit assessment is used to evaluate the curriculum and the progress of individual pupils. Photographic evidence indicates that teachers' subject knowledge has improved considerably and that pupils are now challenged to produce quality models for a specific purpose using the 'design, make and evaluate' scheme. Some activities, for instance the 'totem pole making', in the 'Discovery afternoon' are very good opportunities for pupils to consolidate and extend their skills and understanding of design and technology.
86. In **physical education** pupils usually achieve well and standards exceed expectations. All aspects of the subject are taught and the school follows national guidelines for its planning. In a Year 2 lesson, pupils made good progress and achieved well because the lesson was well planned and effectively linked to previous learning. A brisk pace was maintained and pupils were suitably challenged, ensuring they remained well motivated. All pupils were fully included in the lesson and able to achieve at their own level. The class teacher's demonstration of techniques successfully helped pupils to improve their own performance. Pupils usefully evaluated each other's movements, recognising what was good. The majority of pupils performed actions with good control and fluency as they built up a sequence of gymnastic movements. In Year 1, pupils made satisfactory progress as they explored

different ways of moving. Although a minority of pupils lacked concentration when listening, most pupils behaved well, moving around the hall in a sensible and controlled manner.

87. The management of the subject is unsatisfactory. Weaknesses that were identified at the time of the previous inspection require further improvement. For example, there is no cohesive scheme of work, providing guidance in the progressive development of skills as pupils go through the school. There are no whole school assessment procedures, from which to track pupils progress and identify individual strengths and weaknesses in the subject. The coordinator has no opportunity to monitor the quality of teaching and establish an overview of standards of attainment. The school is aware of these areas for development.
88. In **music** pupils work well together and enjoy creating sounds. In the lesson seen, the subject was well taught and standards were as expected. Year 2 pupils recognise and name a variety of percussion instruments. They clap and play instruments in unison, maintaining a steady beat and taking account of the dynamics. Most pupils understand that symbols can be used to represent sounds. In assemblies, pupils sing tunefully and music is used effectively to enhance the spiritual context of worship.
89. A scheme of work is used which ensures that pupils cover all aspects of the music curriculum. A music club and the opportunity to learn hand bells during the 'discovery' afternoons enhance pupils' learning and the Christmas production gives pupils the opportunity for performance to a wider audience. Resources are good. The subject coordinator has no opportunity to monitor teaching or standards in the subject in order to establish future areas for development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

90. All pupils have access to citizenship as part of the teaching in religious education, history, geography, science and personal, social and health education. However schemes of work do not make clear how pupils' skills of participation and responsible action can be developed in some of these subjects. Much of this takes place through PSHE, which is taught as a discrete subject. This is also supplemented by work in assemblies. Although only one PSHE lessons was seen it is possible to make a judgement about the impact of this provision by talking to the pupils and looking at their level of understanding. The programme for personal, social, and health education, is good. It is used well to support pupils' understanding of themselves, relationships and the world around them.

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	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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