

INSPECTION REPORT

STAMSHAW INFANT SCHOOL

Portsmouth

LEA area: Portsmouth

Unique reference number: 116211

Headteacher: Mrs J Norley

Lead inspector: Mr J G F Parsons

Dates of inspection: 15 – 17 March 2004

Inspection number: 258005

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:	4 to 7
Gender of pupils:	Mixed
Number on roll:	227
School address:	North End Avenue Portsmouth Hampshire
Postcode:	PO2 8NW
Telephone number:	023 9266 1192
Fax number:	023 9266 6937
Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Small
Date of previous inspection:	6 July 1998

CHARACTERISTICS OF THE SCHOOL

This is a large infant school. Children's standards when they begin school are well below average, particularly in language and communication skills. The school is situated in a district where there is considerable social and economic disadvantage although the proportion of pupils eligible for free school meals is average. A very high number of pupils have special educational needs, nearly a third of the school, although most of these are at the early stages of support. The proportion who have statements of special educational needs is high and an increasing number of children have behavioural difficulties. An above average number of pupils do not speak English as their first language and the proportion of pupils from minority ethnic groups, mostly of Bangladeshi heritage, is above average. A few pupils are from families new to the country as refugees or asylum seekers.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22546	Mr J G F Parsons	Lead inspector	Science Art and design Religious education Areas of learning in the Foundation Stage English as an additional language
9457	Ms G Bindoff	Lay inspector	
22578	Mr G Jones	Team inspector	English Information and communication technology Design and technology Music Special educational needs
30717	Mr G Tompsett	Team inspector	Mathematics Geography History Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school which provides a high quality of education. Pupils achieve very well overall, owing to very good teaching. The headteacher provides very strong leadership and the school is very well managed. Parents play an important part in the life of the school. A large and increasing proportion of the pupils has special educational needs; weaknesses in speaking and in personal development are barriers to early learning when children join Reception. Despite these difficulties, the school succeeds and provides **very good value for money**.

The school's main strengths and weaknesses are:

- The pupils achieve well in Reception and very well in Years 1 and 2.
- The teaching is very good overall.
- All staff work as a very effective and committed team, inspired by the very good leadership of the headteacher.
- Although the school is very well managed, its budget and its improvement plan are not linked clearly enough.
- The school's procedures for assessing pupils' progress are inconsistent.
- The curriculum is very good overall but writing skills are not applied sufficiently well in other subjects.
- Information and communication technology (ICT) skills are not applied well enough to improve pupils' writing.
- Despite the school's close links with parents, attendance is below the national average.

Since the previous inspection, the school has made a good overall improvement. Standards have risen consistently and teaching has improved. The issues raised at that time have been tackled successfully. In particular, resources for ICT have improved considerably.

STANDARDS ACHIEVED

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

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

Pupils achieve well in Reception and very well in Years 1 and 2. The attainment of the annual intakes of children to Reception is consistently well below average, particularly in their language and communication skills and their social development. The children are very well taught and, therefore, make good progress but achieve the standards expected only in their physical and creative development. Weaknesses remain, in particular, in children's speaking and listening skills, in mathematics and in their personal, social and emotional development. This slows their rate of achievement despite the very good provision. Standards rise even more quickly in Years 1 and 2 because the teaching is very good and because pupils build well on the very good start that they have had in Reception. Pupils make very good progress in speaking and listening, and in their literacy and numeracy and reach average standards in Year 2 in English and mathematics, as shown in the results of national tests of 2003. Standards in all other subjects are also average by Year 2.

Pupils' personal qualities are very well developed and their spiritual, moral, social and cultural development is good overall. Pupils have good attitudes to school and behave well but their attendance is below average and unsatisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are very good overall. Teachers plan challenging, practical activities which enable the great majority of pupils to reach their potential, especially in English and mathematics. However, the school makes no extra provision for pupils who have special talents. Assessment is good overall and the school keeps accurate records of pupils' progress, especially in Reception. However, there are no individual targets for pupils in Years 1 and 2 in either English or mathematics. The curriculum is good overall. Although resources for ICT have improved, they are not used effectively enough to improve pupils' writing. Parents fully support the work of the school and make a very effective contribution to their children's learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership and clear vision which is shared by all staff. Key staff exercise good leadership and the governors do their work well. The quality of leadership and management are major factors in the school's success and rising standards. However, the budget is not linked sufficiently well to the school's improvement plan to prioritise its main points for development. Some information which is legally required is missing from the governors' annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think highly of the school and expressed very few concerns in their answers to the questionnaires. However, the school does not do enough to consult parents and pupils about their views.

IMPROVEMENTS NEEDED

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

- extend the school's good assessment system to all subjects in Years 1 and 2, and set individual targets for pupils in both English and mathematics;
- extend the use of ICT in English to improve writing and provide more opportunities for writing in other subjects;
- continue to build on the existing procedures for improving pupils' attendance;

and, to meet statutory requirements:

- ensure that all required information is included in the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are well below average when pupils join Reception. Despite this handicap, and because they are very well taught, pupils make good progress in Reception. However, standards are still below average by the time they are ready for Year 1. Pupils make very good progress in Years 1 and 2, and standards rise to average in Year 2. This represents a very good overall achievement over the pupils' three years in school.

Main strengths and weaknesses

- Standards are below average in Reception despite very good teaching.
- Standards have consistently improved over recent years.
- The higher attaining pupils are not consistently challenged in mathematics and science.

Commentary

1. When the children begin school, their speaking and listening skills are very weak. Many of the children are very immature for their age and are not well prepared for school. They achieve well because of very good teaching and, in the mixed Reception-Year 1 class, the Reception children achieve very well because they are older and more mature than those in the Reception class. Despite the good progress that they make, many do not achieve the goals expected for their age by the time they reach Year 1, and overall standards are below average, especially in personal and emotional development, language and communication, mathematical development and in knowledge and understanding of the world. By contrast, children reach average standards in their physical and creative development. Children's progress is accurately measured and carefully tracked and teachers can see clearly how much ground the pupils need to cover in Years 1 and 2, although individual pupils are not set targets.
2. By the time pupils start Year 1, many are still immature for their age and still have weaknesses in their speaking and listening skills. However, they gain confidence and overcome their difficulties, and are well adjusted to school life by the end of Year 1. In Years 1 and 2 pupils achieve very well and make rapid progress because of very good teaching. However, some find the transfer from Reception to the more formal Year 1 curriculum difficult. The school is aware of this and teaches through practical rather than abstract activities to enable the pupils to achieve to their potential. This approach is very successful.
3. In Year 1, much of the work is aimed at developing pupils' speaking and listening skills, for example, through questioning in lessons. More writing takes place in Year 2, and the school's priority to improve writing skills, especially with the boys, is paying off and all pupils learn to write for different purposes in English lessons. However, more opportunities should be given to apply and practise the pupils' writing skills in other subjects.
4. The results of the national tests of Year 2 pupils in reading, writing and mathematics are average, as shown in the table below. The overall trend in improvement in the national tests over a five-year period indicates that standards are rising faster than they are in other schools, nationally. There are no national tests in science for this age group but the results of the teachers' own assessments in science showed that the standards reached by Year 2 pupils were average overall in 2003; they were similar to those in reading, writing and mathematics and indicated a very good achievement.

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

Standards in:	School results	National results
Reading	15.9 (15.1)	15.7 (15.8)
Writing	14.5 (13.5)	14.6 (14.4)
Mathematics	16.8 (15.2)	16.3 (16.5)

There were 74 pupils in the year group. Figures in brackets are for the previous year

5. A more detailed analysis of the results shows that boys tend to achieve less well than the girls, in a similar way to the national picture. However, this difference could not be detected in lessons during the inspection.
6. Standards achieved by Year 2 pupils, seen during the inspection, are average in English and mathematics and pupils achieve very well in these subjects. Standards are also average in science and pupils achieve well. The higher attainers do not always achieve to their potential in science, and to a lesser extent in mathematics, because extension work is not always planned for them.
7. Despite very few opportunities for inspectors to observe lessons in other subjects, the examination of written work and discussion with the pupils themselves indicate that overall standards in these subjects are broadly average by Year 2. Standards in ICT were below average at the time of the previous inspection but have risen and are now average. This is because resources have improved and the teaching is better. However, the use of ICT to support the development of pupils' written work is unsatisfactory. Pupils' writing skills are also insufficiently applied in other subjects, especially religious education, geography and history.
8. Some classes have a very high proportion of pupils with special educational needs. These pupils achieve well in Reception and very well in Years 1 and 2. In the 2003 national tests of Year 2 pupils, many of those with special educational needs achieved average standards. These pupils benefit from very good provision and from accurate assessment which effectively identifies their learning needs in English and mathematics, as can be seen in their individual education plans. Similarly, pupils who do not speak English as their first language are very well supported and fully integrated in lessons. The school has a very strong commitment to ensuring that all pupils, regardless of background, are given every opportunity to succeed.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and behave well because the school has good strategies for motivating pupils to enjoy learning. Their personal development, including their spiritual, moral, social and cultural development is good. Attendance is below average.

Main strengths and weaknesses

- The school is very successful at encouraging pupils to enjoy learning and this helps them to succeed.
- Pupils' behaviour is good because the school exercises firm but fair discipline.
- Very good relationships between pupils and with adults help to create a good environment for learning.
- Very good teaching in Reception helps the children to overcome weaknesses in their personal and social development.
- Attendance is below average.

Commentary

9. Pupils are happy at school and enjoy learning. Pupils from different backgrounds get on well together and there is a friendly, sociable atmosphere. The relationships between pupils and adults are very good and help pupils to gain in confidence and self-esteem. The school's anti-racism policy is implemented. Teachers use praise effectively and encourage pupils to work hard. The school's emphasis on the inclusion of all pupils in all activities ensures that those with special educational needs or who do not speak English as their first language have similar attitudes to school as other pupils.
10. In Reception, the provision for children's social and emotional development is very good. Pupils learn to share and take turns; they begin to listen to each other and to the adults in the classroom and to develop independence. They are developing good work habits and learn to choose activities for themselves. Teachers encourage children to talk about their feelings and behaviour; although the children respond well, the teachers often need to repeat what they say to ensure understanding.
11. The school has clear and consistent expectations about pupils' behaviour. Class teachers and learning support assistants have a calm and purposeful approach and manage pupils' behaviour very well; however, pupils occasionally misbehave in music lessons when the lesson fails to interest them. An increasing number of pupils have behavioural difficulties and the school has very good procedures for supporting these pupils and helping them to improve their behaviour. There were no exclusions over the past year.
12. The school has very good strategies for monitoring and improving attendance which are proving effective. Attendance rates, though still unsatisfactory, are rising and punctuality is improving. However, too many parents take their children on holiday during term time.
13. The school has maintained its good provision for pupils' personal development since the previous inspection. Pupils' achievements are celebrated in assemblies. Pupils have good opportunities to take responsibility both in class and around the school; although only in an informal way. Pupils' spiritual, moral, social and cultural development is good overall although there is no guiding policy for Years 1 and 2. Spiritual development is satisfactory, and moral, social and cultural development is good. Pupils have very good opportunities to learn about diverse local and world culture, as shown by the high quality of displays of artwork and work in religious education.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.9
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 **very good** overall.

Teaching and learning

The quality of teaching and learning is very good and ensures the pupils' very good achievement. The quality of assessment of pupils' work is good overall and very good in Reception.

Main strengths and weaknesses

- The teaching is very good throughout the school and results in a very good quality of pupils' learning. This leads to pupils' achievement accelerating during their time in school from good in Reception to very good in Years 1 and 2.
- Teachers have very good subject knowledge.
- Children make a very good start in Reception and make great strides to overcome their disadvantages in speaking and in their personal development.
- Lessons are very well planned for all subjects and challenge the pupils.
- Although targets are set for classes they are not set for individual pupils.
- Procedures for assessing pupils' work are very effective in Reception classes; this is also the case in English and mathematics in Years 1 and 2, but assessment in other subjects is informal and less effective. However, teachers know their pupils well.
- Although basic skills are taught very effectively in English and mathematics lessons, teachers do not practise writing skills in other subjects or their ICT skills in English.
- Music lessons could be made more interesting and enjoyable.

Commentary

14. The overall picture of teaching and learning is one of good improvement since the last inspection. Teaching is now very good in Reception and in Years 1 and 2.
15. The teaching results in the pupils' very good achievement over the time they spend in the school. Pupils make very good progress from their well below average beginning at the start of Reception. The improved subject knowledge of the teachers stems from continuous professional training and the headteacher's implementation of effective performance management procedures. Teachers and their assistants are anxious to improve their classroom practice and work hard to do their best for their pupils.
16. The headteacher is very good at harnessing the teachers' special skills to enrich lessons. Consequently, the classrooms are lively and interesting places in which to learn, although some music lessons could be made more interesting and appealing for the pupils. The teachers plan their lessons carefully so that pupils of all capabilities and backgrounds are challenged. Relationships are very good and the teachers' insistence on very high standards of behaviour is a key factor which supports pupils' achievement.
17. The teaching of pupils with special educational needs is very good overall. There is very good teamwork between the class teacher and teaching assistants, for example, when they discuss their daily planning.
18. The teachers plan assessments for English, information and communication technology (ICT), mathematics and in Reception that enable them to measure and track the pupils' progress and to take action when necessary. However, this is not consistently the case in other subjects. Marking is good, and positive, constructive comments are made in pupils' books. However, because they have no targets set individually, pupils do not always know how they can improve their own performance.
19. Although basic skills are taught very effectively in English and mathematics lessons, and pupils learn ICT skills in special lessons, the teachers do not give pupils enough opportunities to apply their writing skills in other subjects and their ICT skills to developing writing in English. The use of ICT results in very effective learning in mathematics and in art and design.
20. Very occasionally, the teachers' organisation of the timing of activities was not suitable for the way the pupils' learn. Too much time was spent listening to the teacher and not enough activity or recording took place leading to a slowing of the pace of learning.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	12 (33%)	16 (45 %)	8 (22%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The school provides a good curriculum, which meets the needs of all of its pupils regardless of background and ability, both in Reception and in Years 1 and 2. The range of activities provided to enrich the curriculum, including out-of-school activities, is satisfactory, although there are no extra-curricular clubs. Pupils go on various visits and there are many visitors to the school, including an artist in residence last year. Pupils are effectively involved in 'Art Week' and 'Multi-cultural Week', which extends their learning. The school's accommodation and resources are good.

Main strengths and weaknesses

- The curriculum provides effectively for all of the pupils.
- It prepares pupils well for the next stage of education.
- The accommodation is good overall.
- The school is adapting the curriculum to meet new circumstances and challenges and constantly strives for improvement.
- There is no policy for pupils with special gifts or talents.
- There are no out-of-school sports or games.

Commentary

21. The curriculum for Reception is very well planned to cover all of the nationally expected areas of learning and provides a good balance between directed and self-initiated tasks. This is an improvement since the time of the previous inspection, when there were some weaknesses. As a result of this improved provision, coupled with very effective teaching, the children make good progress and achieve well from a very low starting point.
22. The curriculum for Years 1 and 2 is good, as it was at the time of the last inspection. All subjects are well planned for the range of the pupils' ages and abilities. Plans are made on a year group basis and modified to suit the needs of individual classes.
23. Literacy and numeracy are well provided for. Recent innovations have meant that the provision for the numeracy element of the mathematics curriculum is particularly effective. The results of the recent national tests bear this out. Although writing is taught well in English lessons, writing skills need to be applied more consistently in other subjects.
24. Provision for pupils with special educational needs is good. Individual education plans are well written and show exactly what needs to be done in order to help pupils make progress. Pupils with special educational needs have access to the full curriculum because the school has a very clear belief that its curriculum should be inclusive. Those with English as additional language are also supported well by staff from the Ethnic Minority Additional Support Services team of the local education authority as well as teaching assistants. There is no policy for teaching pupils with special gifts or talents, for example, in sport or music.

25. The school prepares its pupils very well for the next stage of education. There are very good links with the local junior school and several opportunities exist for:
- Year 2 pupils to go to the school to meet teachers;
 - the special educational needs co-ordinators to meet to discuss individual pupils;
 - a very good exchange of information to take place.

As a result of this preparation, transfer to the junior school is smooth.

26. Provision for pupils' personal, social and health education is good. The school provides a suitable programme which includes a sensitive approach to the early stages of sex education. Pupils learn about rights and responsibilities and their place in school and society. Pupils learn about healthy eating and diet; for example, in science lessons, so that they can make sensible choices. Pupils also learn about the dangers of drugs, smoking and alcohol.
27. The school regularly assesses the quality of its curriculum and seeks to make improvements for the benefit of its pupils. It groups pupils in ability 'sets' for mathematics in Year 2, which helps to ensure that all pupils are challenged at the right level. The curriculum has been modified in the combined Reception-Year 1 class to ensure that both year groups are appropriately challenged.
28. The school's internal accommodation is very good and attractive although the outside facilities are not as good as there is no playing field and no fixed climbing apparatus for children in Reception. The school is well equipped with resources for learning and support staff are well qualified and effectively deployed.

Care, guidance and support

The school provides a very caring and supportive environment which ensures pupils' welfare, health and safety. However, there are no established procedures to ask pupils their views or to act upon them.

Main strengths and weaknesses

- The school's very caring approach ensures that pupils are valued and secure.
- Provision for pupils' welfare is very good.
- Very good induction arrangements for children starting Reception support them very well and help them to settle quickly into school routines.
- The monitoring of the academic progress of classes is good but pupils are not set individual targets in Year 1 and 2.
- The monitoring of personal development in Years 1 and 2 is inadequate.
- The school has no formal procedures to seek the views of pupils.

Commentary

29. Staff look after the pupils very well. Pupils are listened to and trust staff to help them when they need advice and guidance. This helps pupils to develop self-confidence and self-esteem. However, the school has no established procedures to seek the pupils' views about its provision or to hear matters of general concern to them. The monitoring of personal development is very good in Reception but inadequate in Years 1 and 2.
30. Provision for child protection is good and follows locally agreed procedures. Pupils are safe and secure in school and the provision for the treatment of accidental injuries is very good. Strategies for ensuring pupils' safety in lessons are very thorough and pupils are taught to keep themselves healthy and safe.

31. Pupils are well screened by the school and outside agencies, in order to identify their special educational needs. With almost a third of pupils having some form of special need, and with behavioural problems increasing, the school is aware that this aspect is becoming a significant barrier to raising standards further and is making plans to deal with it.
32. Teachers ensure that pupils know what the learning objectives are in lessons and talk to pupils about how well they have done. Although the teachers set general class targets there is no individual target setting in Years 1 and 2, which means that pupils are not clear enough about what they need to do to improve.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools and the community is **very good**.

Main strengths and weaknesses

- The school is very welcoming and provides very good support for parents.
- Parents and volunteers from the community help to support pupils in lessons.
- Parents are not consulted about their views of the school.
- Some required information is missing from the prospectus and the governors' annual report to parents.

Commentary

33. The school has sustained its very good partnership with parents since the previous inspection. Parents are happy with the education the school provides and think that their children make good progress. Very good links between home and school support parents in the help they can give to their children. These very good features help pupils to improve on poor levels of attainment they have when they enter school and contribute significantly to the pupils' good achievement.
34. Parents value the friendly, welcoming atmosphere and are encouraged to spend time with their children in the classroom before the formal beginning of the school day. This gives parents a very good opportunity to find out what their children are doing, to choose a new reading book and to have a quick word with the class teacher when needed.
35. Links between home and school are particularly effective in Reception because parents have good information about the school before their child begins. They can come into the classroom every day to see their child's work. The school provides workshops and information evenings about aspects of the school's work which interest parents and help them to understand what is taught. Good information is provided about the day-to-day life of the school and about how pupils are getting on. Annual reports to parents are informative and give them a good understanding of how their children are progressing.
36. Parent and community volunteers very effectively contribute to pupils' good achievement by helping in class and working with individual pupils and small groups in activities such as cooking. Parents of pupils with special educational needs are kept well informed of the annual review meetings, although only a small percentage come along to discuss the progress that their children have made. The local police visit the school to talk to pupils about the dangers of drugs.
37. The school deals effectively and professionally with parents' concerns and gives very good support to parents when needed. The initiative of the 'Parent Power' courses at the school has been popular and successful and has helped parents to develop their confidence. The school works closely with parents of pupils with special educational needs, especially when

these pupils have problems with their behaviour. Parents who speak English as an additional language are also well supported and interpreters are used when needed to facilitate communication between home and school. Although there are informal opportunities for parents to share their views with staff they are not sufficiently consulted and involved in shaping the future development of the school.

38. The school is very successful in involving the community in its work and has developed good links with local businesses. The companies take an interest in the school and help it to promote good attendance through the donation of prizes to pupils who do not miss any school time. There is a very good range of visitors to the school and these enhance pupils' experience, especially in the special activity weeks each term, for example 'art week' and 'multi-cultural' week.
39. Children starting Reception and those transferring to junior school settle quickly because the school has good links with local playgroups and with the local junior school. The school's initiative to establish links between teachers in local schools who teach combined Reception and Year 1 classes has helped teachers to share ideas and strategies and has contributed very well to the management of mixed-age classes. The school is also an active partner for local further education colleges and shares its expertise with students who have placements in the school.

LEADERSHIP AND MANAGEMENT

The quality of leadership and vision provided by the headteacher is **very good**. The management of the school is rigorous and effective and plays a major part in the school's success. The governors do their work well, provide good support for the headteacher and hold the professionals to account.

Strengths and weaknesses

- The headteacher has a very clear vision of the needs of the school and what to do about them.
- All staff share the headteacher's vision for the school's future.
- The consistent improvement in standards is in part due to very effective professional development and implementation of national initiatives.
- The school's management has adapted the curriculum effectively and flexibly to meet the changing needs of its pupils.
- The management of assessment needs is very effective in English and mathematics but needs to improve in other subjects, where it is largely informal.

Commentary

40. The leadership and vision of the headteacher are very good and these have been the major factors in the consistent rise in standards over the recent past. The headteacher leads by example and inspires confidence in staff and parents. The quality of the leadership is acknowledged by the 'Investors in People' award in 2003. The senior managers provide effective leadership and they, together with other staff, share the headteacher's vision.
41. Through effective teamwork the senior staff ensure high quality of teaching and learning. The monitoring of pupils' progress in English and mathematics ensures that those from different backgrounds and needs are well provided for.
42. Governance is good overall. The governing body supports the headteacher well. Governors know the school's strengths and weaknesses and many governors have an active involvement in the life of the school. For example, the recently appointed governor for special

educational needs is taking a keen interest in this large group of pupils. However, the prospectus and governors' annual report to parents do not contain all the required information regarding the school's policy and its implementation for the teaching of pupils with special educational needs.

43. The curriculum and teachers' skills are constantly improved through effectively targeted in-service training in all subjects. The school has adopted a consistent approach to the co-ordination and management of curriculum subjects. This approach also ensures the very effective management of the provision for pupils with special educational needs.
44. Monitoring of lessons ensures that teaching and learning are effective, practical, interesting, relevant and engage the interest of the pupils. Through effective performance management of the teaching staff, the headteacher ensures that standards are consistent across subjects and classes. The management of assessment needs to improve so that individual targets are set for children and that consistent assessment procedures are established in all subjects.
45. The school has an effective school improvement plan which sets out the priorities for the school's development. However, it is not linked sufficiently to the school budget to enable more detailed prioritisation of its action plan to make best use of the school's resources.
46. The school's finances are managed effectively and efficiently. Good care is taken when ordering goods and services to ensure best value is obtained.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	686,972
Total expenditure	728,858
Expenditure per pupil	2,814

Balances (£)	
Balance from previous year	42,273
Balance carried forward to the next	387

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in Reception is **very good**.

The Reception classes and combined Reception and Year 1 class are very well managed. The teaching staff work closely with other teachers in Years 1 and 2 to ensure children's continuous progress. The procedures to check and record pupils' progress and personal development are very effective. Children with special educational needs are well provided for and join in all activities; they achieve well and make good progress. All children, regardless of background, and including those who do not speak English as their first language and from minority ethnic groups, have very good opportunities to succeed. These pupils are well supported by both trained teaching assistants and the local education authority.

There has been a good improvement since the previous inspection although the intake has changed and become more difficult. In particular, the children's attainment when they join the school is lower. It is now well below average and more children than previously have behavioural difficulties. Many children have weak speaking and listening skills when they start Reception. Many of them have attended nursery schools prior to joining Reception but, despite that, many children are still not well prepared for Reception.

The quality of teaching is very good overall. The teachers have very good subject knowledge, are very well organised, plan very efficiently and use time, resources and their assistants effectively. For these reasons, and despite their considerable difficulties, the children are enabled to learn effectively and their overall achievement is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Many children are very immature for their age when they start school and need much support to make progress in this area of learning.
- Most children quickly become confident and happy at school.
- The very effective organisation of the classrooms enables children to play together, taking turns and sharing.
- The range of activities helps children to develop their independence and good attitudes to work although many have a short attention span.
- Children's behaviour is very well managed.

Commentary

47. The teachers and their assistants ensure that all children are valued and comfortable in class. Children make good overall progress. Some children achieve the expectations for their age, especially the older ones in the mixed Reception - Year 1 class, but some do not, and overall standards are below average by the time the children are ready for Year 1.
48. Teachers manage children very well despite some behavioural difficulties. The classrooms are bright, colourful and welcoming. Very good teaching and well-established rules quickly develop children's understanding of correct behaviour. Teachers encourage children to talk about their feelings and discuss their behaviour but underdeveloped speaking skills are a

difficulty for many children. Because of very good teaching, children respond well in class during question and answer sessions and achieve well, but often the teachers have to repeat what they say to ensure understanding which sometimes slows children's learning. Sometimes children's attention wanders and teachers have to work very hard to keep them on task.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Many children do not speak or listen well and few speak in whole sentences – this slows progress.
- This area of learning is very well taught and lessons are very well planned with simple, clear and practical objectives that children understand.
- There is constant verbal interaction between the teachers, assistants and children which helps children learn well.

Commentary

49. The teaching is very good and children learn and achieve well despite their difficulties. Nevertheless, many of them do not reach the standards expected for their age by the end of Reception. The teachers have very good subject knowledge and make great efforts to raise standards and manage the children's learning very well. Teachers and their assistants, fully aware of the difficulty many children have in framing their ideas in spoken language, give them as many opportunities for speaking as possible.
50. Lesson planning shows a good understanding of children's learning needs. Lessons are imaginative and are effectively planned to hold the children's interest, for example, through the use of finger puppets to bring stories to life. Very good questioning techniques probe and develop the children's understanding. However, children's responses show clearly their difficulty in expressing themselves, which inevitably slows progress.
51. Most children sound out the letters of the alphabet accurately, but only a few read with any fluency. A few children write letters clearly and most understand that text goes from left to right. A few can write unaided but most need considerable help with their work. The higher attaining children are keen to write and all made a significant effort in a very good lesson seen during the inspection, although the quality of the results varied widely and only a few wrote legibly.
52. Children with special educational needs make similar progress to their peers. Those with English as an additional language are very well supported and receive individual attention from a teacher or assistant to prepare them to participate fully in the lesson.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teaching is very good and pupils achieve well despite their weaknesses in language.
- The teachers make good use of ICT.
- Children are making good progress with the learning of mathematical vocabulary.

Commentary

53. Children achieve well because of very good teaching, but their progress is hampered by their poor speaking skills and vocabulary. Higher attainers are on track achieve the standards expected in mathematics but the majority are not.
54. Although most children can count to ten, and some to 20 and beyond, some others do not yet recognise numerals unless they are in sequence and do not recognise them when written in words. When learning about mathematical patterns the children are very enthusiastic, showing an increasing understanding of repeating patterns and basic symmetry. The children learn to weigh and measure, informally in their practical work and structured play, using building apparatus and modelling materials. They make good progress in learning the names of shapes, and comparative mathematical words such as 'longer' and 'shorter'. Children are familiar with using ICT and use the computer well to help develop their number skills by playing games on the computer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children show a good understanding of the computer and what it can do.
- They build and construct models effectively using a variety of materials.

Commentary

55. Very good teaching and learning in this aspect means that children achieve well and are beginning to develop an understanding of their immediate environment, for example, through walks in the local area. They are making maps of places in stories, for example, tracing the path of a character in Three Billy Goats Gruff. Children have many opportunities to use the computer both to reinforce their work in class and to learn its potential as tool in its own right. In a very good ICT lesson, when pupils learned to use the control keys on the computer keyboard, they performed simple operations accurately. Lessons are designed to encourage children to be curious about their surroundings; however, the weaknesses in speaking and listening skills mean that children sometimes have difficulty in making clear their understanding. Although a few higher attainers are likely to achieve the expected early learning goals in this area of learning, the majority will not.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The playground resources are not good enough.
- Children show very good spatial awareness and use the small apparatus when supervised.
- Children enjoy formal physical education lessons in the hall.
- In the playground, children move with confidence, imagination and in safety.

Commentary

56. The playground has a good range of mobile equipment, such as tricycles and trolleys, but lacks the large climbing apparatus which is necessary. Despite this drawback, the children reach good standards in their physical development in other ways. In a well-taught dance

lesson in the hall which the children enjoyed, they moved in time to the music, achieved well and learned how to sequence their movements effectively. When playing outside, children enjoy physical activity and show confidence when moving safely about the playground. Teaching is good and teachers and their assistants carefully reinforce all activities with effective questioning, which practises language skills. Children use smaller equipment well, showing fine movements when using paint brushes and pencils. They are dextrous when using scissors; they take due care and listen well to instructions. Children's standards are broadly average when they join Reception. The pupils achieve well and the majority are set to reach or exceed the expected level in this goal by Year 1.

CREATIVE DEVELOPMENT

57. Insufficient teaching was seen to make a judgement of it or of the overall provision in this area of learning. The bright and stimulating classroom encourages children to be creative and they have frequent opportunities to sing and play music, which they enjoy. Children use painting materials and modelling materials well. They enjoy a wide range of activities organised to enable children to express themselves and improve their concentration. The school's effective assessment procedures indicate that, when they join Reception, children's standards in this area of learning are broadly average. The evidence of their completed work, such as paintings and models, indicates that a majority of children are likely to reach or exceed the standards expected in this area of learning.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The vast majority of pupils achieve very well.
- Pupils make good progress in their speaking and listening.
- Pupils need more opportunities to practise writing in other subjects.
- Computers are not used effectively enough to improve writing.
- Although targets are set for classes, pupils are not set individual targets.

Commentary

58. Despite the good progress they make in Reception, many children begin Year 1 with speech, language and literacy skills well below those expected for their age. Language and readiness for reading are significantly below the expected level. The results of the National Curriculum tests were average in 2003 and show that the great majority (80 per cent) reached the standards expected for their age. Standards seen during the inspection match these results and are broadly average for the pupils' age in reading and writing. This is a very good achievement given such low standards at the start of Year 1 and the very high proportion of pupils with special educational needs.
59. The school recognises that pupils need frequent opportunities to practise their speaking and listening skills and, in most lessons, teachers provide opportunities for this very effectively. The pupils' reading has markedly improved through a strong emphasis on guided reading.
60. Teaching and learning are consistently good. Teaching is very good overall and is a significant and positive feature in raising standards. Particular strengths in the quality of teaching are the questioning skills of the teachers and their knowledge and understanding of the National Literacy Strategy. Very thorough planning supports all lessons and the support

staff are deployed very effectively so that they provide good support to the weaker pupils and to those with special educational needs. Because of the support they receive, these pupils make the same good progress in lessons as other pupils. Less successful is the teachers' use of ICT to support literacy skills and the cross-curricular links between literacy and other subjects.

61. The school is successfully raising the standards of boys' writing by making lessons more interesting to them; for example, in the choice of reading which appeals to boys which, in turn sparks an interest in writing. A large number of boys have extra help with literacy which focuses on grammar and spelling. This approach is effective and the quality of boys' writing is improving. Information and communication technology is not used to support literacy as effectively as it does numeracy.
62. Assessment is a good feature overall and helps teachers to track the progress of classes and to plan their lessons. The marking of pupils' work is mostly helpful to them and shows them how to improve. There are general targets for each class, but not individual ones; so that pupils are not always fully aware of the standards they need to reach or what they need to do to achieve a higher level.
63. The co-ordination of English is effective. Efforts are constantly being made to improve standards. The school has improved its standards since the previous inspection despite a weaker intake of pupils.

Literacy across the curriculum

64. Use of literacy across the curriculum is satisfactory overall. As part of the school's approach to teaching language and literacy, much more time is spent in discussion in lessons than on written work in order to give priority to pupils' speaking and listening skills. However, now that most pupils are achieving average standards in speaking, more opportunities should be given for writing in geography, history and religious education lessons.

MATHEMATICS

The provision for mathematics is **very good**.

Strengths and weaknesses

- Pupils achieve very well.
- The quality of teaching is very good overall.
- Good assessment procedures enable pupils' progress to be tracked but pupils are not set individual targets.
- Higher attainers are not always challenged enough.

Commentary

65. Pupils achieve very well from when they start school. Mathematical skills are well below average when pupils begin Year 1 but by Year 2 pupils have achieved average standards, which match the results in the national tests of 2003. All pupils, including those with special educational needs and the higher attainers, generally achieve very well owing to very good teaching and a very effective curriculum. Pupils count up to 20 items reliably and demonstrate familiarity with numbers from 11 to 20, building slowly to count to 100 and further. They solve simple number problems that have missing numbers such as $8=2+()$ and comprehend that multiplication is repeated addition. They employ vocabulary linked to multiplication and division.

66. The teaching is very good and pupils learn effectively. Teachers have good subject knowledge, teach the pupils the correct subject vocabulary and lessons are planned to challenge all abilities. Pupils are generally very well motivated and work at a brisk pace. In one less effective lesson, however, too much time was spent on the introduction and not enough on work, and on this occasion the lesson did not challenge the higher attainers.
67. The assessments system provides regular information and data to enable the teachers to track the pupils' progress and analyse trends. The data are used effectively to plan lessons and to set general targets for the class. However, there are no targets for individual pupils.
68. The subject's good management has given a consistent approach to the teaching of mathematics across the school. The teaching and pupils' work are monitored effectively by the subject co-ordinator and the headteacher, and the outcomes of the monitoring are applied to improving teachers' skills. The marking of written work is good and contains positive and constructive comments which help the pupils to improve. The school has made a good improvement in mathematics since the previous inspection. Teaching is better and standards are higher. The use of ICT in mathematics, which was a weakness in the previous inspection, has improved and is now effective.

Mathematics across the curriculum

69. The planned use of mathematics in other subjects of the curriculum is satisfactory. Mathematical skills are applied effectively in science and ICT. Pupils generally have sufficient opportunities to weigh, measure, calculate and illustrate their work through the use of charts, graphs and tables.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The teaching is good and pupils learn well.
- Speaking skills are practised well in science and pupils make progress in articulating their thoughts and ideas.
- The majority of pupils achieve well.
- The work is sometimes the same for all pupils and does not challenge the higher attainers.

Commentary

70. The school has maintained the average standards found at the previous inspection. Teachers plan an effective range of practical activities and scientific experimentation. Current standards are broadly average in Year 2 and, given the weaknesses of the intake of pupils, this is a good achievement. There is no difference in standards between the work of boys and girls. Pupils in Year 1 learn about changing materials and understand how the shape of objects constructed from some materials can be altered by various processes including squashing, bending, twisting and stretching. In Year 2 pupils know that living things grow and need water and food. They learn to make and detect sounds and understand that there are many types of sound.
71. The quality of teaching and learning is good in both Years 1 and 2. Teachers plan work which challenges most pupils, including those with English as an additional language. These pupils are fully integrated into lessons and achieve as well as their peers. In some lessons, the work is the same for all pupils so that, for example, higher attaining pupils are not always challenged or their understanding extended. The practical science curriculum is well suited to

the learning needs of the majority of pupils. Because of children's poor literacy skills when they start school, especially in speaking and listening, much of the work is done orally with a minimum of writing in Year 1. This approach is effective and has enabled the pupils to achieve well in lessons. In the most effective lessons, pupils are encouraged by the teachers to explain their thoughts, develop their understanding, and extend their speaking and listening skills. Writing increases in Year 2, and the majority of pupils achieve average standards, producing charts, diagrams and some good writing. The boys' writing in this subject is similar in standards to girls. However, the late start to written work means that few attain can exceed the level expected for their age in the teachers' assessments at the end of Year 2.

72. Lesson planning is imaginative and interesting and teachers have good subject knowledge. In a very well taught Year 1 lesson, about sounds and how they are made, pupils showed good understanding in their responses to questions. They generated a range of sounds in different ways, for example, with percussion instruments and, when helped by the teacher's questioning, suggested how the sound was made. Pupils who could not explain in words because of an inadequate vocabulary were led by the teacher to use words such as 'shake', 'scrape' and 'strike', which the pupils learned. Mathematical skills are used well and ICT skills are applied satisfactorily, for example, to access information held on disk.
73. Standards are similar to those found at the time of the previous inspection. The subject leadership is effective.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The vast majority of pupils reach the expected standards in ICT by the end of Year 2 and achieve very well.
- ICT gives good support to work in numeracy but is not used effectively to practise writing skills.
- The school is not using its newly acquired laptop computers effectively.
- Teachers assess pupils' progress although not in comparison to National Curriculum levels.

Commentary

74. Standards in Year 2 are average and pupils achieve very well given well below average standards at the start of Year 1. This is similar to the findings of the previous inspection. The reason for the achievement is the consistently good teaching, the pupils' enjoyment of their work and their good attitudes to learning. Year 1 pupils use technical vocabulary correctly, for example, when they talk about the purpose of the backspace key. Year 2 pupils edit, save and retrieve their work from disk.
75. Teaching and learning are consistently good and are very good overall. The teachers encourage discussion and the development of pupils' speaking skills. The teaching staff and their assistant have very good subject knowledge; they give clear demonstrations and provide pupils with good opportunities to practise the skills they have learned. The pace of work is brisk and pupils concentrate well and remain on task for extended periods of time. The subject is well managed and the co-ordinator is effectively developing the subject as a cornerstone of the curriculum.
76. The teachers use the new interactive whiteboard to good effect, especially in mathematics lessons, for example, to show Year 2 pupils the equivalence of multiplication to repeated addition. Although the school's ICT suite is used well, the number of computers is insufficient for a whole class and the new laptops purchased to make up for this shortcoming are not yet in use.

77. The assessment procedures for the subject are satisfactory. Teachers measure and record pupils' progress and achievement, although not in relation to the levels of the National Curriculum.
78. The school encourages parents to work alongside their own children in order to understand what they are doing in ICT.

Information and communication technology across the curriculum

79. In mathematics, and in art and design, ICT is used well. However, it is not used well enough in English to improve writing through word processing.

HUMANITIES

Not enough lessons were observed to make an overall judgement about the overall provision, the quality of teaching and learning or pupils' achievement in religious education, history or geography. The subjects are effectively managed, although pupils' progress is not assessed. In religious education, for example, the monitoring of pupils' work provides a view about progress but, because so very little of the pupils' work is in writing, there is no formal assessment of standards.

History and geography

80. Teaching was good in the few lessons seen. In a Year 2 history lesson, pupils were learning about the life and times of Florence Nightingale from artefacts of the period showing pupils the differences in circumstances from times past to the present. In a well taught Reception-Year 1 geography lesson, pupils plotted the course of Little Red Riding Hood, making a map of her route through the forest. In another well taught Year 1 lesson, pupils followed the travels of the 'gingerbread man' and learned the names of physical features encountered, such as island, cliff, lake, river and mountains, which reinforced their speaking skills. From these lessons, discussions with staff and pupils, the analysis of pupils' work, standards appear to be broadly average in both subjects in Year 2. The resources, particularly the artefacts for the pupils to examine, are very good.

Religious education

81. Only one lesson was seen so no overall judgement can be made on provision, achievement, or the quality of teaching and learning. Analysis of pupils' work indicates that the school has maintained the average standards of the previous inspection. The school follows the locally agreed syllabus across the school. Pupils have good factual knowledge about religious festivals, such as Eid, Diwali, and Easter. In a well taught Year 2 lesson, the teacher sensitively introduced the concept that all living things die, to enable pupils to come to terms with death as part of life. This was a very reflective and spiritual lesson and pupils related the times they had grieved for their pets that had died.
82. Speaking and listening skills are very well developed in class discussions. Although there are some planned opportunities for writing, these are not enough to extend this literacy skill and only a small amount of written work takes place in this subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

83. Only one lesson was seen in art and design so no overall judgement about provision, teaching and achievement can be made. The teaching in the Year 2 lesson seen was good;

pupils experimented with light and shade using different grades of pencil to make still life drawings more realistic. In this instance, their work was linked with history and a study of the life and times of Florence Nightingale.

84. The quality of displays of pupils' artwork around the school is very good and contributes well to the overall ambience of the school. Pupils work with different media, such as weaving and dyeing and paper mache, and make good use of ICT. There are very good examples of Year 2 work on display of pictures using brightly coloured shapes drawn on the computer in the style of the artists Piet Modrian and Marc Chagall. Painting shows very good skills development and by the time pupils reach Year 2 they paint sunflowers effectively in the style of Vincent Van Gogh.
85. The work seen indicates that the subject is well managed. The approach to art has been carefully thought through and contributes to the overall practical approach to learning in the school. The school has visits from an artist in residence from time-to-time. There is a very good example of life size figures of 'Jack and Jill' in the entrance hall made of plaster and wire, which was produced by one artist with the help of a group of pupils. The school has an annual art week to raise the profile of the subject. Portfolios of work are kept to show how well pupils achieve.

Design and technology

86. No lessons were seen during the inspection and there was only a small amount of previously completed work for inspectors to see. Therefore, judgements about provision, teaching and achievement cannot be made.
87. Work completed by Year 1 pupils in food technology shows that they have made a fruit salad. They noted down the fruit that they intended to use and planned the making of the salad. A small group of pupils were seen working with a parent to make cheese straws. This work was linked to their mathematics topic on measurement. They made the straws of different sizes to illustrate short, medium and long strips. In Year 2, pupils made a glove puppet. They designed their puppets, made drawings, constructed the puppets and finally discussed how they might have improved them.
88. Pupils learn new skills necessary prior to beginning a design project. The headteacher has very recently assumed the responsibility for co-ordination of the subject. Whilst the good standards of the previous inspection have not been maintained, the work on display suggests that recent standards are average.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The subject leader has good subject knowledge but the teaching of music lacks flair.
- Pupils do not always enjoy this subject and sometimes misbehave.
- The standard of singing is broadly average for the pupils' age.
- Pupils take part in large-scale concerts throughout the school year.
- The accommodation for music is very good.

Commentary

89. Standards in music have been maintained since the previous inspection. Standards are broadly average and achievement is satisfactory overall. The quality of singing in assemblies

mostly matches the expectations for pupils' age, they sing in tune and enjoy the experience of singing together. In lessons pupils play various tuned and untuned percussion instruments and enjoy making simple music.

90. As the subject co-ordinator teaches music in all Year 1 and Year 2 classes, there is consistency, both in approach and in teaching. The quality of teaching and learning was satisfactory in all lessons seen. The specialist teacher has good subject knowledge, pupils mostly look forward to opportunities to make music and a good range of resources are used. On some occasions, pupils misbehave when the strategies to manage pupils are not always effective. In some lessons, too much control is exerted which limits the pupils' enthusiasm and sometimes takes the fun out of the lesson. For example, in a Year 2 lesson, the teacher showed far too much concern about the noise pupils made when playing their untuned percussion instruments, instead of letting them experiment and enjoy making music.
91. The music room is a very good size and is well equipped. All lessons are taught there, where instruments, keyboards and tape recorders are stored. Very good use is made of this room.
92. At the time of the previous inspection, assessment was unsatisfactory. Since then, a simple but effective form of assessment, this notes pupils who achieve the lessons' learning objectives, and those who reach higher or lower standards. The quality of management of the subjects is satisfactory overall but the teacher is not sufficiently secure in her pupil management skills.
93. There is no longer any instrumental tuition in the school, neither are there any music clubs at lunchtime or after school. Thus interested pupils or those with gifts or talents have no extra opportunities for music making. However, pupils do have opportunities to experience large performances, for example, at Christmas, Easter, Harvest Festival and at the Leavers' Concert.

Physical education

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

Main strengths and weaknesses

- Pupils enjoy the subject and achievement is good overall.
- Teaching and learning is consistently good sometimes very good.
- The good interior accommodation helps pupils' learning in this subject but there is no outside field area.
- Pupils participate in a full range of activities including gymnastics and dance and athletics
- The school is developing effective links between physical education and healthy living.

Commentary

94. The school offers the full range of the physical education curriculum but swimming is left until pupils start junior school. Standards are average for the pupils' age in Year 2 and similar to the previous inspection.
95. The quality of teaching and learning seen was good overall and a significant proportion was very good. For example, in a very good Year 1 country dance lesson, the infectious enthusiasm of the teacher led not only to great pupil enjoyment but also to very good learning and achievement in dance. Pupils moved very well in this lesson showing rhythm in their movements and good collaborative work. In a well-taught Year 2 lesson, pupils warmed up

thoroughly, became aware of the effect of vigorous movement on their bodies, and showed good spatial awareness when moving about the hall. Pupils were well co-ordinated and through good questioning, evaluated their performance. Where teaching was less effective the pace was slowed by an overlong introduction.

96. The good level of inside accommodation, equipment and facilities enhances the pupils' progress and achievements. The lack of a playing field hampers the pupils' games skill development. The subject is effectively co-ordinated and the importance of physical education is recognised in terms of the education of the whole individual including leading a healthy lifestyle. There are no extra-curricular activities offered in sport and no formal assessment procedures in place, although teachers know their pupils well. Provision is similar to the previous inspection but pupils' concentration in lessons has improved.

PERSONAL, SOCIAL, HEALTH EDUCATION, AND CITIZENSHIP

97. Insufficient lessons were seen to make overall judgements about provision, teaching or achievement. However, pupils are taught about the dangers of drugs, alcohol and smoking. They also have sex education which is taught according to the governors' policy. The school is pursuing a healthy school's project and linking work on healthy foods in science making pupils aware of the importance of fitness through exercise and good diet. The school strongly recognises the importance of the individual and his or her place in the school and society and an anti-racism policy is implemented.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	3
Attendance	5
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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