

# INSPECTION REPORT

## **WALLISDEAN INFANT SCHOOL**

Fareham

LEA area: Hampshire

Unique reference number: 115893

Headteacher: Mrs C F Whitmore

Lead inspector: Mr F Ward

Dates of inspection: 15<sup>th</sup> - 17<sup>th</sup> March 2004

Inspection number: 258293

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 - 7
Gender of pupils:	Mixed
Number on roll:	166
School address:	Wallisdean Avenue Fareham Hampshire
Postcode:	PO14 1HT
Telephone number:	(01329) 280 827
Fax number:	(01329) 281 681
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Boyden
Date of previous inspection:	5 <sup>th</sup> May 1998

## **CHARACTERISTICS OF THE SCHOOL**

Wallisdean is smaller than most primary schools, catering for pupils aged four to seven. The number on roll is falling as fewer children live in the locality. Nearly all pupils are of white British heritage, with a few of mixed descent, mainly Afro-Caribbean. Around half the pupils come from low income families. The number of pupils with special educational needs has recently risen and is now well above average, covering, in the main, moderate learning and behavioural difficulties. This also includes a small number of pupils with hearing impairment who attend the adjacent, but separately managed, unit for some of their schooling. The oldest four-year-olds start school full-time in September, with the youngest attending part-time until Christmas. Their overall attainment on entry varies and recently has been around the county average. However, pupils' attainment on entering the current reception class was well below average and nearly half are very young four-year-olds. Two thirds of the teaching staff has joined in the past two years. The school gained the School Achievement Award in 2000.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18605	Mr F Ward	Lead inspector	Foundation Stage Science Religious education Music Personal, social and health education
11566	Mrs H Smyth	Lay inspector	
32095	Mr J Thompson	Team inspector	Mathematics Information and communication technology Geography History
14511	Mr P Whitehead	Team inspector	English Art and design Design and technology Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Pupils find learning enjoyable and fun and achieve well because teaching is generally good. Overall, standards are average. Pupils are very well looked after, feel safe and are very well supported. The school is very well led and managed, providing good value for money.

#### The school's main strengths and weaknesses are:

- Standards in speaking and listening are above average in Year 2.
- Pupils who started in the Reception Year reach above average standards overall in writing, mathematics and science by Year 2.
- Pupils with special educational needs, including the hearing impaired and the more able, are given particular attention and make good progress generally, but some boys who learn at a slower rate find reading difficult.
- Pupils have limited awareness of the diversity and richness of cultures other than their own.
- Teachers know their pupils very well, keep a very careful check on their progress and help them improve their learning and personal skills.
- The curriculum is rich, varied and exciting as staff are always looking for ways of improving and extending pupils' experiences through practical activities, visits and visitors.
- Arrangements for starting school and transferring to the juniors are excellent.
- Parents think highly of the school, finding staff very helpful.
- The headteacher, deputy, governors and staff are a very strong team working hard to move the school forward.

Since the school was inspected in 1998, improvement has been good, with nearly all the key issues tackled successfully; pupils' cultural awareness is still limited, despite considerable efforts made by staff to give them a more balanced view. Pupil numbers are falling as fewer children now live in the locality. The school gained a Schools Achievement Award in 2000.

### STANDARDS ACHIEVED

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

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

*Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Pupils achieve well.** In recent years, the overall attainment of children starting the Reception Year has varied considerably and currently is well below average. So, although pupils are making good progress, around one-third are not likely to reach the early learning goals set for them, except in their creative and physical development. Attainment overall is below the expected levels. Pupils achieve well in Years 1 and 2 but a number of older pupils with special educational needs have joined the school in the past two years and, although they make good progress, they do not reach standards expected of them in national tests. This lowers the overall school results as shown in the above table and is likely to affect this year's performance. When the results of only those pupils who started in the are taken into account, standards in writing, mathematics and science are above average. However, some boys, who learn at a slower rate, find reading difficult and do not achieve as well as expected. Standards in speaking and listening are above average. Standards of work in other subjects are generally as expected for the age and capabilities of the pupils.

**Pupils' personal qualities, including spiritual, moral, social and cultural development, are well promoted.** Pupils know right from wrong and mix well together, but have an unbalanced view of the contribution different ethnic groups make to British life. Pupils are very enthusiastic about school and gain in maturity. Behaviour is good. Attendance is below average.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education, as teaching overall is good.** Teachers know their pupils very well and plan very interesting and exciting lessons that are well matched to individual capabilities. Pupils respond well and work hard as staff are very encouraging and set high expectations. Teachers and assistants form very effective teams and make sure that all pupils, including those with special educational needs and with hearing impairment, are able to take a full part in learning activities.

The curriculum has a very strong focus on helping pupils develop their literacy and numeracy skills and, increasingly, on using new technologies. Learning opportunities are rich, varied and directly linked to pupils' experiences in and beyond the classroom. An excellent programme helps a few pupils who have difficulty in integrating with others to learn to work and play happily together. A great deal of the teaching comes through topics that cover a range of subjects, giving greater meaning to pupils' learning. Pupils are very well looked after as staff know them very well and help them identify and tackle any problems in their work and personal development. Arrangements for pupils starting school and transferring to the juniors are excellent, as are links with the nearby hearing-impaired unit.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher and staff with management responsibilities have a very accurate picture of the school's strengths and areas needing development. The governing body has recently returned to full strength and is actively involved in helping the school move forward. Governance is good. School developments are based upon very careful checking and examination of teaching, learning and pupils' performance.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents very much appreciate what the school does. Inspection findings did not support the view of a few that there was insufficient information in school reports. Pupils say they love coming to school and enjoy everything on offer.

## **IMPROVEMENTS NEEDED**

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

- Find ways of encouraging boys who learn at a slower rate to become better readers.
- Help pupils have a more balanced view of different cultures and celebrate the contribution of minority ethnic groups to British society.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, pupils achieve well. In Year 2, standards are above average in speaking and listening and average in other subjects.

#### **Main strengths and weaknesses**

- Children in the Reception Year achieve well but a third, who learn at a slower rate, are not likely to catch up with the rest of the class by the time they start Year 1.
- Speaking and listening are a strength of the school.
- Overall, pupils who started the school in the Reception Year, achieve well and reach above average standards in writing, mathematics and science by Year 2.
- A few boys in Year 2 with special educational needs find reading difficult and do not achieve as well as others of their age.

#### **Commentary**

1. This year, the overall attainment of children entering the Reception Year was well below the county average and nearly half were born in the summer. As a result, more than half the year group were immature and also had poor communication skills. They have made good progress as a result of the good teaching that has focused on developing their language and personal skills. Children are achieving well but a third are unlikely to reach the early learning goals set for them in their personal, social and emotional development, in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. Therefore, overall attainment is below expectations. However, in their physical and creative development, where language skills are less significant, nearly all are likely to reach the goals set for them. This good achievement is similar to the findings at the last inspection.
2. Pupils continue to achieve well through Years 1 and 2, as they find learning interesting and fun. However, when these pupils started school in the Reception Year, their overall attainment was close to the county average. A number of pupils joined the school later than others in their year group, around a half with special educational needs. Whilst these pupils quickly settle and achieve well, they do not catch up sufficiently to reach the level of attainment expected for their age. As a result, whilst the standards in writing, mathematics and science currently reached by pupils who started in the school are above average, taking in account those who joined later, standards, overall, are average. However, as a result of the great importance given to developing communication skills throughout the school, standards in speaking and listening are above average. Standards in reading are average even when discounting the late joiners. This is because of a small number of boys with special educational needs who find reading difficult. The school is trying different approaches to help them improve but, as yet, these have not proved sufficiently effective to raise their attainment to the level expected for their age. The inspection found that the standard of work seen in other subjects, including information and communication technology and religious education, is as appropriate for pupils' ages.
3. National test results for seven-year-olds in 2003 showed that overall standards in reading were above average when compared to all schools and average in writing and mathematics. When compared to similar schools, standards were average overall. Teachers reported that standards were above average in speaking and listening and in science. The proportion of pupils reaching the higher level was very high in science and above average in reading and writing. When this group of pupils started school in 2000, their overall attainment was below average and they were joined by a number of pupils with special educational needs in Years 1



and 2. Whilst these pupils achieved well, they did not reach the level of attainment expected for their age and their performance in national tests lowered the school's overall results.

4. This table confirms test results:

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

Standards in:	School results	National results
reading	16.3 (16.5)	15.7(15.8)
writing	14.5 (14.5)	14.6(14.4)
mathematics	16.4 (15.2)	16.3(16.5)

*There were 53 pupils in the year group. Figures in brackets are for the previous year.*

5. Results in national tests have varied since 1999 according to the make up of each year group. Standards in reading have generally been above average and, in writing, around average. Results in mathematics have fallen from well above to below, and then have risen to average last year. Girls have consistently out performed boys in reading and writing, and boys have generally done better than girls in mathematics, following the national trend, as they are doing currently.
6. Overall, pupils with special educational needs, including those with hearing impairment, make good progress as very effective support is given to ensure learning activities are well matched to their capabilities. The few pupils from non-British backgrounds achieve well as they are fully involved in lessons. The school has made considerable improvement in the way more able and gifted and talented pupils are taught, a key issue at the last inspection. These pupils are suitably challenged and encouraged to develop their learning and, therefore, make good progress.
7. The school has a clear picture of the capabilities of individual pupils and accurately predicts their performance. As a result, individual and school targets for national tests are accurate and realistic, but suitably challenging.

**Pupils' attitudes, values and other personal qualities**

Pupils really like school as they find learning fun and enjoyable. They behave well and grow in maturity. Pupils' spiritual, social, moral and cultural development is good. Attendance is below average.

**Main strengths and weaknesses**

- Children in the Reception Year make good gains in their personal development, but some are still inclined to be inattentive and are unable to concentrate for long.
- Pupils generally play and work well together.
- Pupils are fully involved in learning as staff plan such interesting lessons.
- Pupils' personal development is a priority, but many have limited awareness of the diversity and richness of other cultures.
- Pupils are generally punctual but attendance is below average.

**Commentary**

8. Nearly all pupils report that they are expected to work hard but are given the help they need. They feel safe and secure as they know whom to turn to if they are worried. Nearly half the pupils think that a few individuals behave badly, particularly at lunchtimes. The school has been dealing effectively with this problem and no incidents were observed during the inspection.

9. Whilst good attendance is actively encouraged, this is not always achieved. The school and the education welfare officer work hard with families having problems sending their children to school. However, attendance is still below average:

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

10. Relationships between pupils are generally good and relationships between pupils and staff are very good. Staff set and achieve high standards for pupils' conduct. Behaviour in class and around the school is generally good. However, some of the youngest children in the Reception Year are inclined to be inattentive and lose concentration in lessons. These incidents are dealt with quickly and sensitively and cause little disruption to the learning of others.
11. Last year, two pupils were excluded; the appropriate procedures were followed correctly.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Parent/pupil preferred not to say

Number of pupils on roll
101
2
1
2
3

Number of fixed period exclusions	Number of permanent exclusions
5	0
0	0
0	0
0	0
0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

12. Children in the reception classes are very happy coming to school and have made good progress in their personal development. However, the immaturity of the young four-year-olds and the high proportion of children with special educational needs means that a third are not likely to reach the early learning goals set for them in their personal, social and emotional development before they start Year 1.
13. In Years 1 and 2, pupils generally have acquired a positive attitude to learning. All, including those with hearing impairment and specific special educational needs, are able to take a full and active part in the wide range of school activities in and beyond the classroom. The few pupils from non-White British backgrounds are well integrated.
14. Throughout the school, pupils confidently express their opinions and want to know what they can do to improve their learning. From an early age, pupils are expected to develop their independence and they increasingly take on more responsibilities as they grow older. Generally, pupils are caring, considerate and helpful.
15. Pupils' spiritual development is good, as they feel valued and appreciated, and are encouraged to reflect on their feelings. Assemblies and class discussions are effectively used to extend and enrich pupils' awareness of the world around them. Good moral values are encouraged and pupils have a firm sense of right and wrong. They appreciate the fairness of staff. Their social development is well promoted and nearly all work and play happily together in small and

large groups. They are particularly good at contributing to class and school performances, as Year 1 did in a family assembly based on 'The Three Little Pigs'. Pupils are aware of their local and national culture, but have limited appreciation of how other people live in the world and the contribution of different ethnic groups to British society. The school has worked hard to tackle this shortcoming, a key issue at the last inspection, but finds it difficult to overcome prevailing views in the community that marginalise the influence of non-White British cultures and other ethnic groups in society.

16. Overall, these findings are similar to those of the previous inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good, as teaching and learning are generally good, the curriculum rich, varied and exciting, and pupils very well looked after. Parents are very appreciative of the school.

### Teaching and learning

Teaching and learning are good.

### Main strengths and weaknesses

- Teaching and learning throughout the school place a very strong emphasis on developing pupils' personal and communication skills.
- Staff plan interesting and exciting lessons in which all pupils, regardless of their capabilities and backgrounds, want to learn and work hard.
- Despite considerable effort by staff, a few Year 2 boys still have difficulty with reading and many have an unbalanced view of modern society.
- Pupils who find it very difficult to work and play with others are extremely well taught during short intensive sessions.
- Pupils' progress is thoroughly checked and the information is used very effectively to help pupils know what they need to do to improve.

### Commentary

17. Teaching and learning throughout the school are generally good in all subjects. This is an overall improvement since the previous inspection when teaching and learning in English and mathematics were satisfactory.

### Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	4 (13%)	21 (66%)	6 (18%)	0 (0%)	0 (0%)	0 (0%)

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

18. The good teaching and learning in the reception classes occur because staff work very closely together to help the generally immature pupils improve their communication and personal skills. The school reports that some of the youngest with special educational needs, who find it particularly difficult to settle and concentrate, have made very good gains. However, on occasions when they are supposed to be engaged in activities not directly being supervised, they tend to become inattentive. However, staff are very good at noticing when this happens and quickly and sensitively intervene so that little disruption to the learning of others occurs.

19. In Years 1 and 2, staff are generally very good at ensuring all pupils are able to make good gains in their learning by providing individuals with just the right amount of challenge and

support. As a result, pupils with special educational needs, including those with hearing impairment and specific physical difficulties, and the more able, make good progress. However, in spite of these efforts, a small number of boys in Year 2 who learn at a slower rate are still having difficulty with reading. They also have little support at home to reinforce their learning. The school is exploring ways of finding material and teaching approaches that will motivate these pupils more in reading.

20. The school has been particularly successful in helping the few individuals who find it very difficult to play and work with others. In a short intensive weekly session led by the special educational needs co-ordinator, the teaching and learning were excellent. Pupils made remarkable gains in their listening and co-operating skills.
21. Staff have been successful in helping to improve pupils' communication skills. In all lessons, they are stimulated by the very well planned activities, many taught through topics covering more than one subject, so they want to discuss what they are doing and record their thinking, increasingly by writing. In addition, pupils practise their numeracy skills and use new technologies to support their learning in most subjects.
22. Throughout the school, staff set and achieve high standards, both in behaviour and in what they expect pupils to do in lessons. As a result, pupils settle quickly, they waste no time and nearly all work hard, trying to do their best.
23. The few pupils from non-British backgrounds are fully included in lessons. Since the last inspection, teachers and assistants have made considerable effort to help pupils appreciate what different ethnic groups contribute to society. However, many pupils still have an unbalanced view and the school is considering other more creative ways of tackling this issue.
24. Homework is well used to reinforce basic skills in reading, spelling and learning number facts. Parents are pleased with the advice they are given on what they can do to help their children.
25. The school rigorously and thoroughly checks and records pupils' progress, using staff observations and national tests. Teachers use this information well to plan and adapt learning activities and help pupils know what they need to do to improve. Pupils are fully involved in agreeing personal targets, which are frequently discussed and reviewed. As a result, pupils are not afraid to make mistakes, as they know they will be helped to learn from them.

## **The curriculum**

The curriculum extends beyond the classroom, is innovative and meets requirements.

## **Main strengths and weaknesses**

- Many opportunities are provided to develop pupils' personal and communication skills that link learning to topics covering different subjects.
- Generally, pupils with special educational needs, including the hearing impaired and more able, have very suitable work.
- A few boys who learn at a slower rate have difficulty finding reading material they want to read.
- An excellent programme is running to help a few pupils play and work happily together.
- Pupils' experiences are considerably enriched by additional activities.
- Resources and the accommodation are very good, but the computer room is poorly ventilated.

## **Commentary**

26. The school provides a rich and varied curriculum that more than meets statutory requirements. This is an improvement since the previous inspection when the needs of the more able were not being met. There is a very strong focus in the Reception Year on providing opportunities to help children who start school with well below average communication and personal skills. This emphasis is carried on in Years 1 and 2 with the result that by the time pupils are seven-years-old, standards of speaking and listening are above average and pupils are appropriately mature for the next stage of their education.
27. Generally, the curriculum is well matched to the needs of all pupils. Pupils with special educational needs, including the hearing impaired and those with specific physical challenges, are given work that is adapted very well to their capabilities. More able pupils and the few gifted and talented are also very well catered for. A few boys in Year 2 have difficulty with reading as they have little home support.
28. The school is always looking at ways of extending and improving pupils' experiences through practical, first-hand experiences. When the curriculum was reviewed, topics were introduced covering more than one subject. In addition, direct links from these themes were made to single subject lessons, such as in English and mathematics. This has made learning more meaningful, helping pupils practise and reinforce new knowledge, understanding and skills in different ways. This has been especially helpful in developing literacy and numeracy skills and in using new technologies. Another innovation to help a few pupils with challenging behaviour work and play more happily has been particularly successful.
29. The curriculum is further enriched by the many visits and visitors that are arranged. Pupils in Year 2 are able to attend a good range of after-school clubs which includes the sports and arts. These activities help pupils to achieve well and to develop their skills and interests further.
30. Sex and relationships and drug education are covered through appropriate topics, and issues are discussed sensitively in personal, social and health education lessons. Religious education is also integrated into topics and covers the programme in the locally agreed syllabus. Daily assemblies and acts of worship are very well planned; pupils enjoy these, particularly when they take the lead in performances for their families and friends.
31. Resources and equipment are very good and used effectively. These help staff to teach well and pupils to enjoy their learning. The library is well stocked and each class has two sessions a week. Generally, the school has very good accommodation and grounds, which are used very well. The computer suite is very well equipped and fully timetabled for use by classes. However, ventilation is unsatisfactory and the room sometimes becomes too stuffy and hot for effective learning.

## **Care, guidance and support**

Overall, the school takes very good care of pupils and helps them to achieve well. Pupils contribute to school life and all, including the hearing impaired and those with specific special educational needs, are very well supported by staff.

## **Main strengths and weaknesses**

- The school has created a very caring, friendly ethos.
- Induction arrangements for pupils in reception are excellent.
- Pupils with special educational needs are very well supported and included fully in the life of the school.
- There are very good, trusting relationships between pupils and adults.
- Pupils are involved in shaping school life and they have opportunities to check their own work and set personal targets.

## **Commentary**

32. The school is very good at ensuring the health, safety, care and protection of all its pupils so they feel confident and secure. These are similar findings to those of the previous inspection. Staff know pupils very well and respond to their needs in a positive and supportive way. Pupils feel that they are well cared for and have confidence in approaching staff for advice and support. The guidance they receive is very helpful in their learning and personal development.
33. There is a climate of good behaviour in this well-ordered community. Staff use a golden book to record and highlight examples of good behaviour and achievement in different classes. Teachers remind pupils about polite, caring attitudes and agreed rules, and pupils are praised in assemblies for good behaviour and good effort in work. This effectively encourages pupils to do well in all aspects of school life. Regular reviews of health and safety procedures and inspections of the buildings and grounds are carried out, which ensures everyone works in a safe environment.
34. Induction arrangements for children starting school in reception and at other times are excellent and very much appreciated by parents and pupils. Pupils are very happy to come to school, enjoy their work and achieve well. However, many take a long time to adjust to school routines because of well below average personal and social skills.
35. Overall, the school supports pupils with special educational needs very well. Their progress is effectively tracked by the co-ordinator and she makes sure they are able to achieve well. Older pupils joining the school with special educational needs are well supported, but they do not always have sufficient time to benefit from the school's approach and do not always catch up sufficiently to attain as well as others of similar capabilities.
36. Pupils' views are sought in planning the next stage in their learning. Individual targets are set with teachers, and pupils are encouraged to reflect on their learning and think about how best to improve. Pupils are encouraged to express their ideas and opinions in lessons and there are opportunities for all pupils to contribute to school life as classroom monitors and in other duties.

## **Partnership with parents, other schools and the community**

Overall, the school works very closely with parents and benefits greatly from contact with other institutions in the community.

## **Main strengths and weaknesses**

- Parents are very appreciative of the school and very well informed about their children's education.
- Transfer arrangements with the partner junior school are excellent.
- Links with playgroups and the local community are very good.
- There is excellent liaison with the hearing impaired unit.

## **Commentary**

37. Parents are very well informed about school life through regular newsletters, meetings and the very good informal contact with class teachers, governors and headteacher. These are similar findings to the previous inspection. Parents are particularly appreciative of how approachable staff, governors and the headteacher are and the effort made on their behalf to sort out problems. Whilst a few parents felt they did not have sufficient information on their children's progress, this is not confirmed by the inspection as annual reports show clearly individuals' strengths and weaknesses.

38. Nearly all parents take an active interest in their children's education and encourage their children to complete homework. A few with children who learn at a slower rate do not give sufficient help with reading and, as a result, these pupils do not reach standards expected for their age.
39. Pupils are fully involved in the local community, including with the public services, elderly residents and businesses. These experiences help broaden their awareness and increase their sense of responsibility in society. The parish vicar is a frequent visitor, taking assemblies and reinforcing pupils' awareness of Christian values, and widening their understanding of different beliefs.
40. Links with playgroups are well established and parents are very pleased with the help and advice they are given when their children start school. Pupils move easily to the next stage of education as transfer arrangements with the junior school are excellent. Staff also have excellent contact with the nearby hearing impairment unit. This very close liaison ensures that the small number of pupils with specific special educational needs are fully integrated in the school. Students from higher and further education institutions undertake regular placements at the school. They are very well supported and, during the inspection, one student made a very effective contribution to the teaching and learning in Year 1.

## **LEADERSHIP AND MANAGEMENT**

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

### **Main strengths and weaknesses**

- The experienced headteacher, who has been very well supported by her deputy, has created a very strong team dedicated to raising standards higher.
- The governing body, recently returned to full strength, is actively involved in helping the school move forward.
- Development priorities accurately identify what the school needs to do to improve.
- Subject managers are fully involved in developing teaching and learning, but they do not yet check the effectiveness of their actions through direct observation of lessons.
- The school is very skilful in managing change, such as the decrease in pupil numbers and the increasing numbers of pupils with poor communication and personal skills.

### **Commentary**

41. Since the last inspection, two thirds of the staff have changed and the headteacher and deputy have been very successful in making appointments and developing a very strong team. She has a very clear vision for the school and has very effectively created a professional ethos where each member of staff wants to know how they can improve their performance.
42. The school had difficulties recruiting governors and, for a time last year, governing body committee meetings were unable to operate effectively. Following an active and widely publicised campaign, new governors have recently been appointed. The chair of the governing body has successfully worked hard to ensure that the governing body's responsibilities are fully met. A core of governors has been especially active, visiting the school to meet staff and raise their awareness of how the school runs by observing lessons. The headteacher and senior staff produce very clear and readable reports that keep governors fully informed of the school's strengths and areas for development. The chair is in frequent contact with the headteacher to discuss and challenge her on the school's performance. As a result, governance is good and likely to improve further.

43. Governors keep a careful check on finances, and spend wisely. With the number on roll predicted to fall again this year, they are considering all the options carefully and recognise there are difficult decisions to be made. They have used their funds very well to train and develop staff; this has ensured teaching and learning, especially in literacy, numeracy and the use of new technologies, have improved.

**Financial information for the year April 02 to March 03**

Income and expenditure (£)	
Total income	470,360
Total expenditure	459,680
Expenditure per pupil	2,873

Balances (£)	
Balance from previous year	21,937
Balance carried forward to the next	10,680

44. The leadership and management by other staff are very good. Staff have a very accurate picture of what needs to be done in their areas of responsibility as very thorough and comprehensive reviews are carried out each year and updated termly. These are firmly focused on pupils' achievement and identify what needs to be done to improve teaching and learning. Teachers willingly discuss their problems and look at test results, samples of pupils' work and their lesson plans. Managers recommend appropriate training, lead staff workshops and readily give advice. However, managers have not had many opportunities to observe lessons to check the effectiveness of these actions. Therefore, their expertise is not being fully used.
45. The school development plan summarises very well the priorities identified by managers. Actions are well thought out, appropriately costed and realistic. Staff know what they have to do, by when and what results are expected. This helps the school measure its performance and check the effectiveness of its actions and spending decisions. Inspection findings confirm that current actions to challenge more able pupils, to encourage younger pupils to listen more attentively, to develop more independence in learning and to improve pupils' problem solving skills are proving effective. Actions to help lower attaining boys with their reading and to broaden pupils' awareness of different cultures in society have not yet been as successful.
46. Performance management procedures are used effectively to identify individual training needs. New staff, including the newly-qualified teacher, report they have been made very welcome and given all the support they need. The school has very good links with further and higher education and students are frequent visitors, making a valuable contribution to pupils' education.
47. The school is very aware of the principles of best value. Governors and the headteacher are always looking for ways of improving the quality of education. They are innovative and have very successfully introduced a topic approach to link subjects and make learning more meaningful, and begun an excellent programme to help pupils who have difficulty working and playing with others. They consult widely and respect the views of pupils, parents and staff. Teaching and learning are good and pupils achieve well at a reasonable cost. As a result, the school gives good value for money.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

48. In the reception classes, the inspection focused on children's personal, social and emotional development, communication, language and literacy skills, and their mathematical development. In other areas of learning, there was insufficient evidence to form an overall judgement on provision.
49. With the changing nature of the children on entry, staff have rightly focused on helping children develop their well below average personal and communication skills. Whilst all children achieve well, as a result of the generally good teaching, around a third, mainly those with special educational needs, do not make sufficient progress to reach the early learning goals set for them by the time they leave reception, except in their creative and physical development, where limited language skills have less effect. Overall, their attainment is below that expected for their age. The very effective staff teams are very good at planning interesting, practical activities where children need to talk and work with each other, while enjoying themselves. The children very quickly know what is expected of them and that they will be given appropriate support but have to learn independence. The curriculum is very suitable, particularly for young immature children with birthdays in the summer, as staff are very good at adapting plans based on their thorough knowledge of individuals' progress. The co-ordinator, who is also the deputy head, is a very experienced and effective leader and manager.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Teaching and learning are good, helping children achieve well, but some of the youngest still have difficulty concentrating.
- Learning opportunities are varied, interesting and fun.
- Staff keep a very careful check on individuals' progress and use this information effectively.

#### **Commentary**

50. Staff are very good at praising and encouraging children for keeping to the everyday routines and, as a result, nearly all feel good about themselves and want to work and play happily together. Staff keep a careful check on individuals and do all they can to help them deal with problems and difficulties. Children respond positively and act sensibly, but some of the youngest need many reminders and have difficulty concentrating. All are becoming increasingly independent and take responsibility for themselves, such as going to the toilet, getting changed and putting things away.
51. A key to the mainly positive attitudes to learning is the way children's curiosity is captivated through a wide variety of very well planned, interesting activities that they find fun and enjoyable. This helps them achieve well.
52. Generally, children take turns and share well, although some of the youngest are inclined to be more self-centred. However, staff are very good at helping children to resolve their differences. Children are very aware of right and wrong and know how to behave. As a result, the atmosphere in both classes is generally orderly and calm so that children feel secure and safe. Staff report that there has been considerable improvement since the beginning of the year. However, because of the high proportion of children who started school with well below

average personal and social skills, only two thirds are likely to reach the early learning goals set for them by the time they leave reception.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching and learning are good and pupils generally achieve well, although some of the youngest are inattentive.
- There is a strong emphasis on developing speaking and listening skills.

### **Commentary**

53. Children have a wide range of speaking and listening skills when they start school with around a third being well below average. Staff take every opportunity to create opportunities for discussion, in groups and with individuals. Quite quickly, nearly all children learn to become confident speakers for their age, but a significant number, mainly the youngest, find it difficult to concentrate and listen attentively.
54. The classrooms richly promote the importance of words. There is a strong focus on helping children to recognise and use initial letter sounds and to appreciate that words give meaning. Attractively illustrated books are a feature of the classroom and are frequently read aloud by staff or looked at by the children on their own. Short class sessions focusing on printed text are made interesting and relevant as, wherever possible, they are linked to topics and themes being studied in other areas of learning. Effective use is made of drama and role-play to reinforce stories read together. Around a third of the class, mainly those with special educational needs, have difficulty remembering initial letter sounds and only read a few familiar words, including their names.
55. Children are developing a very good understanding of the purpose of writing. Any writing activity is preceded by a great deal of discussion and practical activities to make sure that children want to write. Effective use is made of class books that record, through photographs of the children and their early writing, an account of a trip or event. Around two thirds of the class are already forming letters clearly and accurately, and many write simple readable sentences. However, around a third are still not able to form letters correctly or string them together. Whilst all pupils are achieving well, only around two thirds are likely to reach the early learning goals set for them.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The teaching and learning are good and pupils achieve well, but the youngest are held back in their learning by their below average personal skills.
- Children enjoy practical and creative mathematical activities.

### **Commentary**

56. Teaching and learning in mathematics are very much based on practical and interesting activities, helping children to have a firmer understanding, particularly in the use of number and measure. Staff are very good at using everyday activities to focus children's attention on the use of mathematics, such as when taking the register, lining up and comparing quantities and

sizes. They also effectively link teaching and learning to the topics being studied, such as drawing and measuring a school garden. Children especially enjoy singing counting songs, like 'Ten green bottles'.

57. Pupils generally achieve well in the short class sessions and when working in small groups with staff. However, when given the opportunity to work on their own with practical activities, such as filling buckets with sand or water, some of the youngest boys are unable to sustain their concentration. They tend to play around and disrupt the learning of others. As a result, only around two thirds of the children are on course to reach the early learning goals by the end of reception.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT, AND CREATIVE DEVELOPMENT**

58. Children's **knowledge and understanding of the world** is well promoted through a range of interesting and relevant topics. They have looked at how effective different materials are at keeping out water, expressed preferences for different features found in gardens, and planted seeds and observed them grow. Good use is made of new technologies, especially the digital camera, and children confidently use the computer. Whilst all children are achieving well in the work seen, the learning of around a third is held back by their below average communication skills.
59. Children are given many well-planned activities, both directed and free-play, that focus on their **physical development**. They confidently use large apparatus and small equipment, both in the hall and outside, where wheeled toys and climbing frames are available in good weather. They competently use small tools and equipment, such as pencils, crayons, paint and paste brushes, and scissors. Generally, nearly all children are attaining as expected in the work seen and achieving well.
60. Staff plan many exciting opportunities for **creative development**, as seen in the many attractive and colourful displays of their work in the classrooms and around the school. They enjoy singing and making music, often inspired by visits from professional musicians and dancers. Children also gain much from role-play and drama, playing happily and imaginatively in the designated areas, currently 'Polly's Café' and 'Dr Foster's Surgery'.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well overall in English.
- Standards in speaking and listening are above average in Year 2.
- Pupils who started in the Reception Year, overall, reach above average standards in writing by Year 2, but low attaining boys find reading difficult.
- Overall, teaching and learning are good.
- Pupils use and develop their literacy skills well in all subjects.
- Information on pupils' performance is collected regularly and used very well to identify and tackle shortcomings in teaching and learning.
- The manager has a very good grasp of the subject and knows what needs to be done to improve standards further.

## Commentary

61. Pupils achieve well because they find lessons enjoyable and learning activities are well matched to their capabilities and interests. Standards in writing for those Year 2 pupils who have been in the school since the Reception Year are above average. Older pupils who join later achieve well but do not catch up sufficiently, and this lowers the overall results in national tests, as happened in 2003 and is likely to occur this year.
62. Standards in speaking and listening in Year 2 are above average. Pupils join in confidently during class and group sessions, adopting characters' voices and empathising with them. They can recall and explain the plots of stories, providing alternative and interesting endings, and put a widening vocabulary to good use. Speaking and listening play an important part in all lessons and, from an early age, as a result of the encouragement they receive, pupils think carefully, speak clearly and listen attentively to others. Consequently, they achieve well.
63. Standards in reading in Year 2 are average. Pupils have a growing knowledge of commonly used words and sounds. They are beginning to read books confidently, and are able to retell stories and predict endings. Pupils have frequent opportunities to read aloud individually, in groups and as a class, which not only gives them plenty of practice in the basic skills, but also encourages them to develop a love of books. Most pupils also read with their parents and this supports the work of the school and enables them to achieve well. A small number of lower attaining Year 2 boys, however, do not receive the same support at home and struggle with their reading. This lowers overall standards in reading.
64. Overall, standards in writing in Year 2 are average. Pupils use a growing vocabulary to enliven their stories, change the endings of traditional tales to good effect and draw in the reader. They make books containing their own writing for display in the classroom and the school library. The strong focus on writing for a purpose is a significant factor in motivating pupils to want to write. Pupils' handwriting is clear and legible, and many in Year 1 are already using a joined up style. They write in well-punctuated sentences and are confident spellers, achieving well.
65. Teaching and learning are good overall. This is an improvement since the last inspection when they were satisfactory. Teachers have good knowledge of the subject and lessons are very well planned. Staff have high expectations of what pupils can do. Teachers and assistants work very well together, making sure pupils are encouraged, challenged and motivated to learn. Pupils with specific special educational needs, including those with hearing impairment, and the few from non-British backgrounds, are fully included in lessons.
66. Homework is well used to help pupils learn to read and to reinforce their spelling. Pupils' work is regularly marked and they are given very helpful guidance on how to learn from their mistakes.
67. Pupils with special educational needs make good progress because they are given a great deal of individual help and they find the work interesting and appropriate. More able pupils are generally challenged well and also make good progress.
68. A comprehensive programme of school plays, class presentations and a range of visitors, including storytellers, puppeteers, authors and illustrators, enrich pupils' work. The school celebrates National Book and Poetry Days and visitors from the community, such as the fire service, are all linked to the school topics. This thematic approach gives pupils an interesting and meaningful way to work in English.
69. The library has a good range of fiction and non-fiction books. It is well laid out and timetabled for pupils to choose and change books on a weekly basis. Pupils are learning library skills to enable them to make best use of this good resource. Increasingly, more use is being made of

new technologies. A digital camera is used to record important events and help pupils write with more interest, meaning and purpose.

70. Leadership and management are very good. The subject manager has worked very hard to establish a clear vision and sense of purpose for the staff. She has set up training in new initiatives and has a very good knowledge of the subject. Pupils' achievements are carefully recorded and analysed, and agreed targets for them are planned. Teachers' plans and samples of pupils' work are regularly checked to ensure all are following the school policies and covering the National Curriculum. She has not yet had time to check and develop teaching and learning through direct classroom observation.

### **Language and literacy across the curriculum**

71. There are plenty of opportunities for pupils to apply their literacy skills in all lessons. Much of the teaching and learning is based on first-hand activities. Pupils are then keen to talk and write about these experiences and this gives them a good basis to develop their ideas.

### **MATHEMATICS**

The provision for mathematics is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well as the teaching and learning are generally good.
- Teachers' planning is very good so pupils find lessons interesting and enjoyable.
- Pupils' performance is systematically checked to identify and tackle shortcomings in their learning.
- There are many opportunities for pupils to use and develop their problem-solving skills.
- Leadership and management are very good.

#### **Commentary**

72. Standards for Year 2 pupils are rising from a low in 2002 and are now around the national average. However, pupils who have been in school since the Reception Year are currently attaining standards above the national average. The overall standards are lower as pupils who have joined the school in Years 1 and 2 achieve well, but do not catch up with the rest of the class. Pupils' attitude and approach to mathematics are good because staff explain new ideas clearly and give them very positive encouragement and support. The few pupils from non-British background are fully included in lessons and attain as well as others of similar capabilities.
73. In the lessons observed, all the teaching and learning were at least good and, on occasions, very good. This is an improvement since the last inspection when teaching and learning were satisfactory. Teachers and assistants plan and work very effectively together to ensure there is a consistent approach to teaching and that high expectations of what pupils can do are set and achieved. There is a strong focus on oral work and pupils are given time and every opportunity to explain their thinking and working out. As a result, they understand what they are doing and achieve well.
74. Those with special educational needs, including the few with hearing impairment, receive very good support from skilled and caring assistants, and make good progress. Higher ability pupils are also challenged well by harder work to extend their learning and make good progress. Staff keep a very careful check on the progress of individuals and use the information very effectively to help plan with pupils the next step in their learning.

75. The teaching pays particular attention to using and applying problem-solving skills by linking investigations with work in other subjects. For example, as part of their work about 'The Big Friendly Giant', Year 2 pupils discovered how to make a picture of a giant up to six times larger by applying their multiplication and measuring skills. As a result, the pupils respond very well and enjoy hearing familiar names and stories in their mathematical learning. Teachers match their questions and activities very well to the needs of individuals so they understand what is required of them and work hard.
76. The very good leadership and management by the co-ordinator have ensured that the scheme of work has been completely revised to be more meaningful and to provide more planned opportunities to use new technologies. She has kept teaching and learning under constant review through careful examination of test results, looking at examples of pupils' work and holding professional discussions with staff. She has made sure that agreed actions to tackle shortcomings are carried out. She has not yet had time to give direct support to colleagues in the classroom.

### **Mathematics across the curriculum**

77. Pupils' mathematical skills are well used to support their learning in other subjects. For example, in drama, opportunities are planned to use money in shops; in science, pupils measure and record accurately the growth of different types of bean plant; and, in geography, pupils use simple scale and co-ordinates to calculate distance and location on maps.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well as they enjoy the interesting practical investigations.
- Above average numbers of Year 2 pupils attain higher standards than expected.
- Lessons are very well linked to topics that cover other subjects.
- Science is very well led and managed.

#### **Commentary**

78. Whilst above average numbers of pupils attain higher than the level expected for their age, overall, standards are average. These good results for the higher attaining pupils have been maintained since the last inspection. A small number of pupils with special educational needs, including some who joined the school after the Reception Year, are held back in their learning as they find reading difficult. As a result, they do not attain the level expected for their age.
79. Years 1 and 2 pupils achieve well as teachers are very good at planning interesting practical activities that take advantage of their natural curiosity. These experiences are made more meaningful by being linked to topics that cover other subjects. For example, in Year 2, the unit on 'Happy, healthy living' covers important parts of the programme of study on life processes, but also aspects of geography, personal, social, health and emotional development, and art.
80. Teachers, assistants and students work very well together to support pupils who learn at a slower rate, especially those with special educational needs and the few with hearing impairment. Consequently, these pupils take part fully in lessons and make good progress. The reason that so many pupils achieve at the higher level is as a result of the very effective challenges set by staff to encourage individuals to discuss and develop their own ideas.
81. Whilst only two lessons were observed, evidence from pupils' recorded work and discussion with them indicates that teaching and learning are generally good. This is the same as at the last inspection. The strong focus on encouraging pupils to talk about what they are thinking is

the key to this good learning. This was well demonstrated in a Year 1 lesson on melting and cooling chocolate. A more able boy was effectively encouraged by the teacher to come up with a range of possibilities of what might happen and share these ideas with a friend. Between them, they correctly predicted the chocolate would melt, change shape and then solidify looking very different.

82. The subject is very well led and managed as the co-ordinator has a very clear idea of what needs to be done to raise standards higher. Whilst she has not yet had opportunities to observe teaching and learning in the classroom, she carefully analyses test results of pupils' performance and scrutinises samples of their work. From this, she identifies appropriate priorities for improvement and plays an active role in developing teaching and learning with colleagues. Currently, the school is working at improving pupils' enquiry skills, the recording of their observations and the use of new technologies. These initiatives are already having a positive effect on teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Strengths and Weaknesses**

- Pupils are making good progress in developing their skills.
- New technologies are used well to support learning in other subjects.
- While the new computer suite and additional resources have improved opportunities, sometimes the room gets too hot and some equipment in classrooms is ageing.
- The leadership and management are good.

### **Commentary**

83. Only two lessons were observed during the inspection. Evidence from these observations, talking with pupils and looking at their work, and discussions with teachers about their plans indicate that standards of work, are broadly in line with national expectations. Pupils are achieving well overall because of good teaching. This is an improvement since the last inspection.
84. The computer room and new software have been used successfully to improve pupils' learning. Every class has two lessons in the suite each week and there are additional sessions for smaller groups. This is an important factor in the school's overall improvement. The opportunities for individual and paired work are limited in some classrooms because the computers are outdated and have limited capabilities. However, the school has plans to replace these machines in the near future. Good use is made of other new technologies, such as a programmable toy to introduce robotics, CD players to provide high quality music and a digital camera to record events.
85. Pupils particularly enjoy using computers as they make learning more accessible and interesting. This is especially true for pupils with special educational needs, including those with hearing impairment, who find reading and writing difficult. They are given very good support from assistants and find the activities and programs have just the right amount of challenge. As a result, they make good progress. More able pupils are given opportunities to experiment and quickly master new skills, and their progress is good.
86. The quality of teaching and learning deteriorated in both the lessons observed because the room became hot and stuffy. However, the progress pupils make and the wide range of opportunities provided indicate that overall teaching and learning are usually good or better. Staff have made considerable gains in their own professional skills in using new technologies through nationally funded training.

87. Leadership and management are good. The co-ordinator has improved the checking and recording of pupils' progress and effectively supported staff in introducing new ideas into teaching and learning.

### **Information and communication technology across the curriculum**

88. New technologies are well used to support learning in other subjects. For example, in a Year 2 personal, social and health education lesson, pupils made effective use of the Internet; and Year 1 pupils used the digital camera to take pictures of each other playing with toys from the past as part of their history work.

### **HUMANITIES**

89. No lessons were seen in geography, history or religious education and so it is not possible to form an overall judgement about provision. Two assemblies were observed, and inspectors talked to pupils and staff, and looked at recorded work and curriculum plans.
90. **Geography** and **history** topics are closely linked and, wherever possible, learning activities involve pupils reinforcing and extending their knowledge, understanding and skills in other subjects. The work seen in displays and recorded in books shows that pupils cover a very wide range of interesting topics and are achieving well. The themes chosen are based around well-known stories and topics that appeal to the age and interests of pupils. This makes learning more meaningful. For example, when studying pirates, Year 2 pupils made models of islands and volcanoes, using art and design skills, and learnt about simple keys and scale to develop their understanding in mathematics and geography. Year 1 pupils made maps of their journey from home as part of work around the story of 'Hansel and Gretel', which they were studying in English. Whenever possible, staff help pupils to learn through first-hand experience as, for example, helping pupils discover more about their neighbourhood as it is now and was in the past on a walk to the local church.
91. Wherever possible, the **religious education** programme is linked to topics that cover a range of subjects. This helps reinforce learning and Year 2 pupils were readily able to recall a unit on the courage of Grace Darling studied a year earlier that they had acted out in role-play. The school has done much to help pupils see the similarities and differences between the two main world religions being covered, Christianity and Hinduism. Their understanding is helped by the many interesting and practical activities, such as a visit by an Indian dance team depicting Hindu stories. Assemblies are also well used to extend pupils' spiritual, cultural and moral development in a religious context; the local parish priest is a frequent visitor and his contribution is much appreciated by the school. In the work seen in displays and recorded in topic books, pupils are attaining as expected by the locally agreed syllabus and achieve well.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

92. One lesson each of art and design, music and physical education and none of design and technology were observed. This is not sufficient to form an overall judgement about provision. Inspectors also talked to pupils and staff, looked at recorded work and curriculum plans, and attended two school assemblies.
93. In the work seen in displays, pupils generally achieve well in **art and design** and attain the standards as expected for their age and capabilities. Very effective links are made between pupils' work in art and design and other subjects. In Year 1, pupils enjoy making creative records of their ideas about the cross-curricular topics studied. They make their own illustrated books and explore printing techniques, using cotton reels, lolly sticks and fingers. The work is displayed attractively and makes classrooms and corridors colourful and exciting places for teaching and learning. In Year 2, the theme on 'Giants' allowed pupils to explore representations of the story characters and castles, using leaf prints, and pencil and crayon drawings. At the same time, they wrote profiles of their giants in literacy.



94. In the work seen in displays and in books, pupils attain the standards as expected and generally achieve well in **design and technology**. In Year 1, pupils make books linked to work in literacy on traditional stories. These show how pupils are using new technologies, including word processing and digital images, to explain their ideas and make the work more interesting to look at. Pupils also made gingerbread men, again, linked to their story and writing work. In Year 2, pupils measure, cut and shape paper accurately to construct windmills to enrich their work on forces in science. They investigate the property of flexible materials by bending the paper blades to catch the wind. The topic-based approach across the school helps pupils to make better sense of the work they do in design and technology, also adding meaning and enrichment to their learning in different subjects.
95. Pupils throughout the school are enthusiastic singers as **music** making is given a high priority. They are able to keep to a melody line when performing familiar songs, as they did in a school assembly on St Patrick, showing expression and good diction. Pupils with hearing impairment enjoyed carrying out the actions and showed a good sense of rhythm. In a family assembly, attended by a large number of appreciative parents, Year 1 pupils gave a very good singing performance of their version of 'The three little pigs' to provide links in the story, which included drama and speech.
96. In Year 1, very good links were made between dance and music. Pupils listened to a section of Bach's Toccata, discussed their feelings with a partner and then composed a short dance sequence. All pupils made good gains in their learning and achieved well as a result of this well planned lesson and the teacher's very sensitive questioning to focus pupils' thinking on their inner feelings. Generally, pupils attain standards as expected.
97. In the games lesson observed, pupils enjoyed **physical education** very much and achieved well. They could hit a ball accurately and are developing skills in fielding and throwing. Pupils know how to exercise safely and understand the importance of warming up. They worked with great enthusiasm and excitement. The teacher gave good, clear instructions, explaining effectively how to play a simple game. She also encouraged pupils to think about their learning and they were able to improve their skills.
98. The school has a good programme to promote all aspects of pupils' physical development. Very good use is made of the well-equipped hall, the playground with climbing and soft landing area, and the excellent dance/drama room. Pupils' awareness of the importance of creative, physical activity has been enriched further by the visits of a professional dance group. Very effective links between dance and storytelling brought enrichment and further meaning to pupils' learning.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

99. Two lessons of **personal, social and health education** were seen, insufficient to make an overall judgement about provision. In addition to observing lessons, inspectors talked to pupils and staff and looked at recorded work and curriculum plans.
100. Whilst staff take every opportunity to help pupils in their personal development, the weekly sessions for personal, social and health education give the opportunity for pupils to explore their feelings and discuss issues following a very well thought out programme. The local education authority has provided very useful guidance that staff have effectively adapted to suit the needs of the pupils in the school.
101. In a Year 2 'circle time' lesson, pupils played games around the theme of friendship and then discussed their feelings with each other and the teacher. Incidents, such as when a boy with challenging behaviour refused to take part, were very effectively used by the teacher to help the class deal with the situation and reassure the boy that others liked him and wanted him to join in.

102. Similar lessons to this one and the strong focus on helping pupils mature are very evident in the friendly and supportive ethos in the school. Staff are always looking for better ways of helping individuals who are having difficulty controlling their feelings, particularly when this results in inappropriate behaviour and an inability to make and keep friends.

#### **Example of outstanding practice**

##### **A programme to help infant pupils with challenging behaviour play and make friends**

**The special educational needs co-ordinator (SENCO) organises a weekly session as part of a six unit programme helping children, currently boys, aged from five to seven play and make friends.** Two children with challenging behaviour and poor self-esteem from each class are chosen by their teacher and the SENCO. The programme, devised by an educational psychologist, covers activities to help pupils be kind, play together, take turns and share. In the session observed, the boys made excellent gains in listening carefully and co-operating as they found the activities fun and within their capabilities. Each session follows a similar format, giving the group stability and familiarity – a welcome song, an active game, a quiet story time and discussion, a co-operative task, a fun game, a praising time and a closing song. The SENCO maintains high standards of adherence with agreed ground rules by sensitive but firm reminders. She completes a detailed assessment after each session and shares these with teachers on what went well and what needs to be worked on in class. Whilst the programme has only just been introduced, the school reports a reduction in the number of times these pupils have had to be reported for inappropriate behaviour.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
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

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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