

# INSPECTION REPORT

## **MILLOM INFANTS' SCHOOL**

Millom, Cumbria

LEA area: Cumbria

Unique reference number: 1112159

Headteacher: Mrs S Quinn

Lead inspector: Dr B Blundell

Dates of inspection: 1<sup>st</sup> - 3<sup>rd</sup> December 2003

Inspection number: 259781

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

© Crown copyright 2004

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

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infants
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	114
School address:	Lapstone Road Millom Cumbria
Postcode:	LA18 4LP
Telephone number:	(01229) 772679
Fax number:	(01229) 770353
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Postlethwaite
Date of previous inspection:	5th October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Millom infants' school is a community school for boys and girls, aged four to seven, situated in Millom, Cumbria. There is an overall gender balance among the pupils, who are all white British. No pupil is at an early stage of the acquisition of English. The proportion of pupils entering or leaving the school, other than at the normal times of the school year, is approximately one in ten. The proportion of pupils having special educational needs is well above the national average. Pupils' special needs include speech difficulties, together with moderate and severe learning difficulties, social, emotional and behavioural problems and autism. The school, which is situated in a socially deprived and geographically isolated area, received the DfES Achievement Award in 2000. Over recent years, pupils' attainment on entry has been well below average overall, most especially in communication and language skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23868	Dr B Blundell	Lead inspector	Mathematics Science Information and communication technology (ICT) Design and technology Educational inclusion
19430	Mr T Hall	Lay inspector	
29261	Mrs P Ward	Team inspector	Art and design English History Geography Music Physical education Foundation Stage Special educational needs

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9 - 13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>13 - 14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>15 - 25</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is satisfactory; it provides satisfactory value for money.**

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

- Standards of attainment for those pupils currently aged seven broadly match national standards in mathematics, science and information and communication technology (ICT), despite attainment on entry having been well below average overall; pupils are achieving well in these subjects.
- Standards in literacy by the age of seven are below the national average; pupils should be reaching a higher standard in reading, writing, speaking and spelling.
- The overall quality of teaching is sound; a high proportion of teaching is good, but in a minority of lessons the pace is too slow and there is not enough challenge for the pupils.
- The headteacher and deputy headteacher are caring and committed.
- Learning support assistants play a vital and successful role in improving pupils' learning.
- Provision for the very large proportion of children with special educational needs is good overall.
- Standards in physical education and art and design by the age of seven are above national expectations.

The effectiveness of the school has been maintained since the last inspection. A particular success has been the establishment of a state-of-the-art information and communication technology (ICT) suite, and greatly improved facilities for outdoor play. The school has responded soundly to the key issues raised at the last inspection. The children under five now make appropriate progress. Assessment procedures have improved satisfactorily, and pupils are given more opportunity to work independently. There are effective procedures for monitoring and supporting good behaviour. Parents' involvement in their children's learning, whilst improving, is still not as great as it could be. Teachers' knowledge of how to teach the skills of reading and writing have improved.

### STANDARDS ACHIEVED

Year 2 results

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory overall and good in mathematics, science, ICT, art and design and physical education.** In both the Foundation Stage and the infant phase, pupils achieve soundly. Standards of attainment in the Foundation Stage have been well below average on entry to the school, most especially in communication skills. However, the current cohort of children has a lower than usual proportion of children with special educational needs; their attainment on entry was below average rather than well below, although still well below in language. The majority of the children are on course to achieve the nationally expected standard (known as the Early Learning Goals) in numeracy, and to exceed them in their physical development. In literacy, the majority of pupils are not on course to reach these goals. Pupils in the infant phase, whose attainment was well below average on entry to the school, are below national expectations by the age of seven in reading

and writing, but meet national expectations in mathematics, science and ICT, and exceed them in art and design and physical education.

**Pupils' personal qualities** are good. **Their spiritual, moral, social and cultural development** is sound. **Pupils' attitudes and behaviour** are good overall. **Pupils' attendance in the** last full reporting year was below the national average, but in the latest academic year, it has improved considerably.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching** is sound overall, with a high proportion of it being good. Staff work hard on behalf of their pupils. **Pupils learn satisfactorily** throughout the school; learning in mathematics, science, art and design, physical education and ICT is good.

**The curriculum** throughout the school is sound. **The school's partnership with parents** is good, and is having an increasing effect on helping to raise the level of pupils' achievement. **The school cares** well for its pupils, and guides and supports them appropriately.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher is committed and caring. The governing body is effective and fulfils its statutory duties; the governors visit school and liaise with the headteacher on a regular basis.

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

**Parents' views of the school** are positive. They feel that teaching is good, that their children are making good progress and that the school is well led and managed. Parents feel comfortable when approaching the school with problems. A minority of parents expressed a degree of concern about behaviour at the school; the inspection team did not witness any examples of bullying or harassment, but did observe occasional inappropriate behaviour. **Pupils' views of the school** are also positive, but again, a minority felt that other pupils do not always behave well. Pupils feel that they really have to work hard at this school! They feel that teachers show them how to improve their work.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in speaking, writing and reading.
- Improve pupils' spelling.
- Ensure that all lessons have sufficient pace and challenge, and offer a range of opportunities for pupils to practise their skills.
- Ensure that the planning for those pupils who are withdrawn for extra support follows the same theme as the rest of the class.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is satisfactory overall. It is good in mathematics, science, ICT, physical education and art and design. Girls and boys perform at a similar level overall.

#### Main strengths and weaknesses

- Standards in literacy by the age of seven are below those expected nationally, although pupils' achievement is satisfactory in the light of their prior attainment.
- Standards in mathematics, science and ICT for pupils currently aged seven are in line, overall, with those expected nationally, as a result of good quality teaching.
- In physical education and art and design, standards are above those expected nationally, due to the considerable skills of the co-ordinators for these subjects.
- Pupils' achievement in history, geography, music, design and technology and religious education is satisfactory.
- Achievement throughout the school in mathematics, science, ICT, art and design and physical education is good; children have entered the school at well below average levels of attainment, yet they now meet national levels overall by the time they leave.

#### Commentary

Table 1, below, shows that in the national tests in 2003 for pupils aged seven, standards were well below national expectations in reading, writing and mathematics. Compared with those from similar schools, pupils' performance was below average in reading, well below average in writing and average in mathematics. It should be noted that this cohort of pupils had no less than fifty per cent on the special educational needs register. Over the three years from 2001 to 2003 averaged together, pupils left the infant phase six months behind pupils nationally in reading, just over a term behind in writing and less than half a term behind in mathematics. Girls performed a little better than boys in writing, with the reverse being the case in reading and mathematics.

**Table 1. Standards in national tests at the end of Year 2 – average point scores\* in 2003**

Standards in:	School results	National results
reading	13.5(14.9)	15.7 (15.8)
writing	12.7 (13.7)	14.6(14.4)
mathematics	14.7 (17.2)	16.3(16.5)

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

*\* Please note that pupils are expected nationally to go up by one point every term. It may be helpful to the reader to think of the mathematics example in the table above. In 2003, pupils nationally averaged 16.3 points but at Millom they averaged 14.7 points and pupils were therefore approximately one and a half terms behind pupils nationally.*

1. **Pupils achieve well** in mathematics, science, ICT, art and design and physical education by the time they leave at the age of seven. Children enter the school with well below average attainment overall. This represents good achievement. In the inspection, no difference in achievement between boys and girls was noticed.
2. **Pupils' achievement in literacy**, whilst satisfactory for the current seven-year-olds, is not high enough.



3. **Standards of attainment in English** have not improved since the last inspection. Throughout the school, pupils make satisfactory progress in the subject as a result of the sound teaching, but although the issues concerning reading and writing highlighted in the last inspection have been attacked by the school in a variety of ways, this has not yet raised standards. Literacy skills are taught satisfactorily throughout the school.
4. **In the Foundation Stage, children's literacy skills** are handicapped by their well below average level of attainment on entering the school. Children who are currently in the Foundation Stage, despite making appropriate progress, are not on course to meet the Early Learning Goals.
5. **In the infant phase, the school has focused specific attention on reading, writing, speaking and listening**, but this is not yet bearing fruit. Teachers' knowledge and understanding of what is needed have been successfully developed, but pupils are not yet given sufficient opportunities to extend their oral skills through drama. **Pupils' spelling** is weak and has not been given sufficient emphasis.
6. **Standards of attainment in mathematics** now match those reported at the last inspection, and are ahead of standards in English. The subject is taught well overall. **In the Foundation Stage, children's number work** is well developed. **Throughout the infant phase**, pupils make good progress overall in the development of their mathematics, most especially in the topic of 'shape and space'.
7. **Standards of attainment** in science match those at the last inspection. Pupils consistently perform well in science. In the 2003 teacher assessments, results were above those in similar schools and the proportion obtaining Level 3 was very high, being in the top five per cent of such schools. Pupils really enjoy their science; teachers have high expectations and the subject is well led and managed both by the co-ordinator and an experienced Year 2 teacher.
8. **In other subject areas**, standards meet national expectations, except in **physical education and art and design, where** they are above national expectations.
9. **Pupils with special educational needs** make satisfactory progress in relation to their prior attainment. This is because teaching is satisfactory and they are well supported. Their achievement is generally satisfactory, but many have restricted language, which makes it very difficult for them to communicate. Others have immature personal and social skills. These factors hinder their progress in learning.

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

10. Pupils look forward to coming to school. They are lively, good natured and interested in their lessons. Most try hard and respond well to good teaching. Relationships are good. Attendance has improved since the last inspection, but was still below national expectations in the last full reporting year. In the current year, it is much improved.

### **Main strengths and weaknesses**

- The school has successful strategies to build up the pupils' self-discipline, resulting in pupils' good attitudes and behaviour.
- The pupils mature well for their age, cheerfully accepting responsibility in supporting the school's routines. These opportunities for personal development result in pupils being confident and well balanced.
- Pupils are good-natured, and their relationships with one another and with staff are warm, a response to the very good examples of all adults in school. However, some pupils express a little concern about the behaviour and friendliness of a few.

- Attendance is below average. Punctuality is good.

### Commentary

11. Most pupils are early and look forward to starting their lessons. The school is an orderly place where there is an atmosphere of happy involvement in response to the teaching and interesting lessons. The pupils work purposefully, collaborating well for their age. Teachers explain what the lesson is about carefully, so the pupils know what they are to learn. Most settle down to work quickly, but a few need the sustained attention of the teacher or the classroom assistant.
12. Pupils know how important it is to behave well. They support the school rules and think they are fair. Consequently, there are only occasional examples of bullying or bad behaviour, and these are viewed with disappointment by all involved.
13. Circle-times and assemblies are used well to promote a family atmosphere, in which good relationships thrive. As a result, pupils are able to talk to adults in school, sharing any small concerns or happily talking about what they are doing. Many opportunities are made for pupils to experience responsibility and to work together. Simple monitoring roles, which encourage the pupils' confidence, are enhanced as pupils move up the school. Pupils are given ample experiences of art and music. Parents comment warmly about this. Very few lapses in behaviour were observed during the inspection; rather, a happy response to supervision characterised the school day.
14. Most parents support the school's good strategies to promote regular attendance and punctuality. However, there are too many odd days off and too many holidays taken during term time, all of which have a direct effect on standards. The pupils enjoy their lessons, and this is a credit to the teachers.
15. Attendance has improved in the current year but was slightly below average in the last full reporting year (see Table 3 below). This is largely due to a drive by the education welfare officer to tackle low attendance by pupils from some families. Closer links with parents and their increased co-operation have also brought about this more acceptable standard of attendance and the good punctuality. However, there are still some who are too often late, whose parental co-operation has to be regularly sought.
16. Pupils with special educational needs have good attitudes to school. When in small groups, most sustain interest in their work and with encouragement from teachers and support staff, concentrate on the tasks set. A few pupils with more complex difficulties find it difficult to sit still and listen for sustained periods, becoming restless and distracted, and this interrupts learning. When this happens, the staff work as an effective team to support each other and the pupils. The quality of this support has a significant impact on the pupils' self-esteem, and gives them the confidence to ask for assistance when they are not sure what to do.

**Table 3. Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.7
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.*

There have been no recent exclusions, as shown in Table 4 below.

**Table 4. Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	114	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education that the school provides is satisfactory.** Teaching and learning are sound and the curriculum is broad, balanced and suitably enriched. Pupils are well cared for; the school works well in partnership with its parents.

### Teaching and learning

**The overall quality of teaching is sound and as a result, learning is satisfactory; teachers assess pupils' work satisfactorily overall.**

### Main strengths and weaknesses

- In both the Foundation Stage and infant phase, teaching is sound, with examples of good and very good lessons throughout the school.
- Teaching in mathematics, ICT, science, art and design and physical education is good.
- The use of support staff is good; they make a vital contribution to pupils' learning.
- Assessment is satisfactory throughout the school.
- In some lessons, the pace is too slow and there is insufficient challenge.

### Commentary

17. The school has a team of teachers who are committed to their pupils and work hard on their behalf. This is recognised by pupils and parents alike, who feel that teaching is good. Pupils feel that teachers are effective in showing them how to work better.
18. Table 5 below shows the quality of teaching observed during the inspection. In just over two fifths of the lessons seen, teaching was good or better.
19. The greatest strengths in teaching include the use of the support staff, who work really well with teachers to promote pupils' learning, and the expectation of good behaviour throughout the school. In a relatively small number of lessons, the pace was too slow and there was insufficient challenge for the pupils.

**Table 5. Summary of teaching observed during the inspection in 28 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (7%)	11(40%)	15 (53%)	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.*

20. Teaching of pupils with special educational needs is satisfactory. Pupils are well integrated within the school community and, in most subject areas, are helped to work with other pupils as much as possible. Work is generally well matched to pupils' needs. The special needs co-ordinator liaises with the class teachers and support staff to ensure that pupils' individual learning plans are implemented effectively. In literacy lessons, children are often withdrawn to another teaching area to enable them to work in a small group and spend more time on those areas where they need most help. At times this is quite appropriate, the quality of support received is good, and the positive relationships that exist and stimulating learning activities all stimulate the pupils' desire to learn. At times, this support is delivered within the classroom, and these opportunities need increasing, to enable pupils to participate in the introductory and concluding sessions. Opportunities to allow the class teacher to be free to teach the special needs children in a small group should be increased.
21. Very occasionally, when pupils are withdrawn from class for additional support, the work carried out is not sufficiently keyed in to the work that the rest of the class are covering. Consequently, pupils' learning when they re-join their classmates is not as great as it could be. The school has agreed that in the future, pupils who are withdrawn will remain with the rest of the class for the opening and closing parts of their lessons.
22. In other instances, pupils who are withdrawn receive high quality, structured support, as seen in a literacy session for pupils in Year 1, where practical help was given with spellings and the alphabet.
23. In a very good physical education lesson on gymnastics, the session was conducted at a brisk but appropriate pace with plenty of challenge. Plenty of opportunities were provided for pupils to demonstrate their skills and evaluate the skills of others.
24. In another very good mathematics lesson for Year 2 pupils, pupils demonstrated effective knowledge of two-dimensional shapes. They were even able to identify circles as having one side and semi-circles as having two. They enjoy their mathematics. Setting in mathematics has a beneficial effect; there is currently no setting in English.
25. In many literacy lessons, pupils were given insufficient opportunities to practise their speaking, writing and reading skills. Spellings are not taught and tested as rigorously as they could be, and this is not helping pupils' learning. Teachers' knowledge and understanding of what is needed to teach literacy have been the subject of major emphasis at the school, but so far this has not borne fruit in national test results. Children start at the school with particularly low communication and language skills overall, and this, coupled with the high proportion of pupils with special educational needs, means that a constant drive is needed to get standards up to scratch. Rote learning of spellings is not sufficiently developed to provide a useful framework for pupils' writing.
26. Teachers assess pupils' work satisfactorily in the core subjects of English, mathematics, science and ICT most especially. They use the assessments to plan future work and track pupils' progress. However, this system has yet to spread to detailed assessment and tracking in the other subjects.

## **The curriculum**

### **How well does the curriculum meet pupils' needs?**

The school provides its pupils with a sound range of worthwhile learning opportunities, successfully meeting their interests, aptitudes and learning needs.

### **Main strengths and weaknesses**

- The effective provision for the support of pupils with special educational needs is good.

- The strategies for teaching numeracy are good.
  - The availability of computers and good quality software for information and communication technology is a strength.
  - The good links for transfer to the junior school helps pupils' further learning.
  - There are currently no extra-curricular activities.
27. The curriculum meets the statutory requirements to teach all subjects in the National Curriculum. Appropriate schemes of work are in place for all subjects, based on the latest national guidelines. Children in the Foundation Stage benefit from an appropriate curriculum overall. Through Years 1 and 2, sound curricular planning ensures that teachers are provided with a range of suitable topics upon which to base their lesson plans.
  28. Arrangements for identifying and supporting pupils with special educational needs are good, as is the provision for these pupils. The curriculum takes account of pupils' individual learning plans and formal statements, and pupils generally follow the same curriculum as their peers through tasks that are adapted to meet their particular learning needs. Good provision is made to review the progress of pupils, and their learning programmes are suitably adjusted.
  29. The school is implementing the National Literacy and Numeracy Strategies appropriately overall, although with greater success in the latter than the former. Pupils of all levels of attainment are provided with a satisfactory range of learning opportunities to develop their skills in literacy, but with a good range in numeracy, where opportunities are provided for pupils to practise skills in a variety of learning settings. The development of skills in information and communication technology complements and enhances the development of those in numeracy and literacy.
  30. An important feature of the school's work is its determination to value all pupils, whatever their educational needs, and to include them in every aspect of its work. Girls and boys have the same access to all aspects of the curriculum, with no noticeable differences in the standards they achieved during the inspection.
  31. The school routinely makes provision for the teaching of citizenship and for personal, social and health education, through circle-time and in other lessons. It gives appropriate attention to sex education; the planned provision for pupils' personal development is good. Pupils are encouraged to share opinions during circle-time and in religious education. The school is taking part in healthy eating initiatives, providing fruit and water for pupils during the day.
  32. The school enriches the pupils' curriculum through local visits to places of interest and makes use of the local environment in Millom as a vehicle for teaching history and geography. No extra-curricular activities are currently provided in this infant school.
  33. The school makes every effort to involve the community in its activities. For example, there is involvement in local music festivals, and sporting activities. There are good links with the local junior school; the transfer of records and attainment data is effective, and good opportunities are provided for pupils, especially those who are nervous, to visit the school.
  34. The school is staffed by a committed team of teachers and support staff, who are effectively deployed to meet the demands of the curriculum and to support pupils' learning needs. The school's improvement plan identifies appropriate areas for staff development. Lunchtime supervisors provide a good standard of care at midday and know the pupils well. The caretaker ensures a high standard of cleanliness.
  35. The quality and adequacy of the accommodation for teaching the curriculum is good overall, and satisfactory in the Foundation Stage. However, the school hall is relatively small. The overall impression of the building, with the latest additions and alterations, is now good, although the school is subjected to frequent vandalism. The staff present attractive displays of

work throughout the building, and this adds to the pupils' interest in the curriculum. The resources in most subjects are good.

36. The curriculum provision for children in the Foundation Stage is sound, covering the recommended six areas of learning in full. Children are provided with an effective range of learning opportunities that allows them to develop their skills well. Children with special educational needs are well provided for.

### **Care, guidance and support**

The pupils are welcomed in a secure, warm and clean environment. Staff support pupils' welfare effectively. They know the pupils well and encourage them to grow into rounded individuals.

### **Main strengths and weaknesses**

- This is an inclusive school where differences are accepted and celebrated. Consequently, each pupil feels very well supported individually.
37. A family atmosphere is very evident, and pupils' individual needs are taken into account. Staff are very caring and work very hard to build up the pupils' self-esteem, particularly in the early stages of their school life. Teachers encourage each pupil to achieve their best, guiding them throughout the year.
  38. Teachers support the pupils and their parents with friendliness and encouragement. Trusting relationships are clearly evident, although a few parents express some concern about new children settling in.
  39. Any emerging problems or weaknesses are discussed with pupils and shared thoroughly with parents to bring about improvement at an early stage.
  40. Achievements in learning and good attitudes are justly praised, especially at celebration assemblies. Consequently the pupils grow in confidence and apply themselves well to their tasks. Adults in school are aware of the requirements for child protection training and sound behaviour management.
  41. The school has good procedures in place for identifying pupils who have special educational needs. Pupils' progress is assessed and, if there is need of intervention from an outside agency, the appropriate arrangements are made for specialist support. Teachers and support workers know the children well and ensure they are well cared for during lessons and recreation time.

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

Partnership with parents is good. Parents view the school highly overall and appreciate what is achieved for their children. They feel their children mature here and are well prepared for transferring to junior school.

### **Main strengths and weaknesses**

- The school sets out to involve and consult with parents, with a good response from the majority. This is an improving situation since the last inspection, although a few parents still think communication could be improved.
- Transfer to junior school is very well organised.
- The school has good standing and contributes well within the community.

## Commentary

42. The school has an open door policy and welcomes parents warmly. Good relationships are evident in the confident and friendly way parents are seen to approach staff, commenting on any daily matters arising. Nevertheless, a small number of parents feel that information about their children's progress is insufficient. The inspection team finds there are ample opportunities to discuss progress. Parents' consultation evenings are well attended, at which good mid-year and end-of-year reports are used constructively to support target-setting for the rest of the year. Parents spoken to all welcomed these opportunities as a helpful dialogue and feel their views are valued. However, parents' response in terms of willingness to help in their children's learning is hard to quantify. For example, the turn-out for events and celebrations is good, but it is not so for curricular-related sessions. Attendance at the parents' meeting was poor. Notwithstanding, a majority of parents help their children read at home and are very interested in their development. The inspection team agree with a few parents that some communication, for example, regarding forthcoming events could be improved.
43. Transfer to junior school is very well organised. Parents are pleased that their children are confident, and look forward to their new school. Support for those with special educational needs is particularly thorough, with their parents closely involved in the process.
44. The school is firmly established as a presence in the community. The consortium organises a local Music Festival and contributes well to the environment, for example, the Fancy Dress Party for all the community.
45. The school has good links with parents of pupils with special educational needs. They are kept well informed and are actively involved in reviews.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The governance of the school is sound.

### Main strengths and weaknesses

- The headteacher and deputy headteacher are committed and caring.
- Management by the headteacher is efficient, and she is aware of the strengths and weaknesses of the school.
- The governing body is involved in the school's initiatives and fulfils its statutory duties appropriately.
- The management of special educational needs is good.

## Commentary

46. The headteacher is a dedicated leader. She has a heavy teaching commitment, however, which limits her scope to provide a clear vision for the school. Nonetheless, she spent much time and effort in fighting off a proposal to merge the school with another one. She has also ensured that the school continues to develop through, for example, the redesigned and improved play area.
47. The headteacher manages the school's budget efficiently. The surplus shown in Table 6 overleaf, however, is set to change drastically with the falling pupil numbers in the area.
48. In this small school, there is no exclusive management team. The headteacher and the very competent deputy headteacher meet regularly, and with other members of staff as needed. They regularly monitor and evaluate teaching effectively through the school, in their roles as team leaders in performance management. The school frequently provides opportunities for students for teacher training.

49. Governors fulfil their duties effectively overall. The chair of governors, who is also the finance governor, has ensured that the recent deficit in funds has been overturned. The school is now looking to improve its income by leasing out surplus space. Governors do not liaise with subject co-ordinators as regularly as they might.
50. The co-ordinator for special educational needs provides good leadership. She works closely with the headteacher and the nominated governor to ensure that pupils receive good quality provision and are fully included in school life.

**Table 6. Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	292,289	Balance from previous year	24,799
Total expenditure	265,883	Balance carried forward to the next	8,406
Expenditure per pupil	2,332		



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

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

51. The provision for children under the age of five is satisfactory. The Reception class provides a safe and secure environment in which children can learn. Children enter the class in the year they are five. A carefully planned induction programme helps the 42 children to settle into school life with ease. Thirteen children who have been identified as having special educational needs are well supported, enabling them to be included in all areas of the curriculum. Planning in the Foundation Stage is of a satisfactory quality and covers the nationally agreed areas of learning, and some aspects of the National Literacy Strategy. The two teachers, Nursery nurse and support staff work together as an effective team, and have established good, caring relationships with the children. Good use is also made of a small number of voluntary workers who give generously of their time to make a positive contribution to children's progress. An improvement has been the development of a dedicated outside area with climbing equipment for Reception children.
52. Another improvement since the last inspection is the careful assessment of attainment in all areas of learning that is carried out when children start school. These assessments are beginning to be used to make sure that the progress of the children is tracked, and that work is planned to meet the individual child's stage of development. The attainment of children varies from year to year. On entry, the present class were generally below the level usually expected of children of their age, and well below the expected level in the area of communication skills.

### **Personal, Social and Emotional development**

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

### **Main strengths and weaknesses**

The children achieve satisfactorily and the majority are likely to attain the standards expected for their age by the end of the year.

- Children demonstrate growing independence.
- More opportunities could be provided for children to take on responsibilities.
- There is good support for children with special educational needs.

### **Commentary**

53. Children respond well to expectations to sit quietly on the carpet in class. They follow the teacher's instructions to tidy up after themselves, and most remember to say please and thank you. The majority demonstrate growing independence in their dressing skills and in personal hygiene. When playing with the construction toys, children share equipment well with their friends.
54. Teaching in this area is satisfactory. Staff provide encouragement to enable children to grow in confidence, and make clear their expectations of good behaviour. They provide good support for those children who have particular learning difficulties. They do not, however, make the most of opportunities during snack time to provide a pleasant social experience, to model behaviour, chat with children in order to extend their speaking skills or to give children responsibilities for preparing the table.

### **Communication, language and literacy**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Few children are on course to attain the early learning goals by the end of the Reception year.

### **Commentary**

55. Many children have poorly developed language skills. Although a small number of children speak clearly and talk about their ideas, many can only give one or two word answers and find it difficult to express their thoughts and to talk about what they are doing. A small number of children who speak in longer sentences are able to recognise some letter sounds. They draw confidently over letter patterns, and attempt to write their own name and familiar words unaided. Those who are engaged in imaginary play share the equipment, but talk alongside others rather than with or to them.
56. Teaching in this area is satisfactory. There is thorough teaching of letter sounds, as well as how to form letters correctly and make a list of, for example, vegetables. However, too long is spent on completing this writing task with pairs of children. As a result, opportunities to stimulate and challenge those children who are engaged in their activities in the imaginary hospital, or in the writing and construction areas, which were designed to be used to develop children's listening and speaking skills, are not fully exploited. There is a satisfactory range of books in a book trolley, but no inviting quiet area, where children can sit and share books with their friends.

### **Mathematical development**

Provision for mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children make satisfactory progress in their mathematical development. Most are on course to achieve the early learning goals.
- Learning is fun, therefore children are eager to participate and achieve the tasks set.

### **Commentary**

57. Most children can count to ten and beyond. When using construction equipment, they join and count how many trucks are on their train. They listen to taped music of a drum and count the drum-beats, using their fingers to assist them. A small group of higher-attaining children, who concentrate well when working with their teacher, are able to sort sticks into groups of ten and also are able to count ten, 20, 30, 40. When asked how many are left if ten are taken away, they are able to provide the correct answer. In another lesson, children respond well to the challenge of estimating how many items are in a box.
58. Teaching in this area is satisfactory. Enjoyable practical activities help children understand mathematical language. Children's thinking is developed through appropriate questions, such as, "Can you estimate how many?" The children with special educational needs receive good support to enable them to be included in activities. The Nursery nurse makes learning fun, for example, when playing skittles. Her relationship with the children is warm and encouraging. This provides children with the confidence to record their scores and count out loud. At times, teachers spend too long with a small number of children and fail to circulate to check and challenge those who are completing other tasks.

### **Knowledge and understanding of the world**

Provision is **good** and the majority of children are likely to achieve the early learning goals in knowledge and understanding of the world by the time they are ready to start Year 1.

### **Main strengths and weaknesses**

- Visits and visitors are used well to broaden children's learning experiences.
- Children are provided with opportunities to celebrate their own and other cultures.
- Children are growing in confidence in using the computer.
- The restricted language of some children hinders their understanding.

### **Commentary**

59. Teachers stimulate the children's interest in the world around them well in a variety of ways. For example, children participate in a sensory trail. They are blindfolded, and a friend guides them through a trail where they are challenged to describe what they can feel, smell and taste. Others investigate sand and act out roles in the make-believe hospital. Children know how to use the listening centre, and show growing confidence in control of the mouse when completing tasks on the computer. Teachers' planning and children's earlier work show that children learn about the Christmas story, and draw and write in simple terms about gifts and why people give gifts at Christmas.
60. Teaching in this area is sound. There are carefully planned activities to widen children's experiences, which include such tasks as baking and visits to a local church, the enactment of a wedding, and participation in the annual nativity play. Visits to the library are also used well to increase children's knowledge and understanding. There are good opportunities for children to participate in local cultural events, such as egg rolling in the park, and also to learn about other cultures, one example being through a visit from a bagpipe musician. Visits by past pupils and senior citizens also contribute to the process of extending children's knowledge and understanding.

### **Physical development**

Provision in this area is **good**.

### **Main strengths and weaknesses**

- Teaching of gymnastics is good.
- Good attention is paid to safety.
- Children achieve well.
- Almost all children are on course to achieve the early learning goals and a significant minority have already done so.

### **Commentary**

61. Children are beginning to move with good confidence and to show awareness of space. They follow the teacher's instructions to take turns, and show increasing control when using large equipment. They are able to climb the ladder, slide and pull themselves along the benches, jump and land safely. They show good awareness of others as they move around the hall, but when evaluating their own and others' performance, they are hindered by their restricted communication skills. In the classroom, children use a satisfactory range of small apparatus and handle tools and objects, such as scissors and glue, with increasing control.
62. Teaching in this area is good. The carefully planned activities provide appropriate physical challenge and develop children's skills, confidence and self-esteem, stimulating them to try new experiences. Those who have special educational needs receive positive encouragement.

Plenty of discussion, for example, of what is meant by a 'wide shape', brings greater understanding and also extends pupils' mathematical vocabulary.

### **Creative development**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Children make satisfactory progress in their creative skills. The majority are likely to attain the early learning goals.
- Childrens' limited language skills make it difficult for them to talk about their work.

### **Commentary**

63. Children join in singing rhymes and simple songs from memory. They use their imagination in their drawings and explore the use of pencils, crayons and modelling materials. When painting pictures of fruit, they take satisfactory notice of the colour of the fruit they have been provided with, but are not yet mixing colours for themselves.
64. Teaching is satisfactory. Children are given appropriate opportunities to sing songs and play instruments. A good feature is the wide range of music they are introduced to. A satisfactory range of materials is readily available for children to use, and is easily accessible so that children can make things on their own. There is good support from the teaching assistants, who chat with children to extend their language.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision is **satisfactory**.

65. Pupils' results in the 2003 end of Key Stage 1 National curriculum tests in reading and in writing, in terms of national curriculum point scores, were well below the national average. Although the percentage of pupils achieving the expected Level 2 broadly matched national averages, the percentage of pupils achieving the higher Level 3 was well below them. When compared to that of similar schools, attainment was below average in reading and well below in writing. There was no significant difference between the attainment of boys and girls.
66. Inspection findings for the present Year 2 cohort are slightly more positive, the number of pupils with special educational needs being slightly lower. However, standards are still below what is usually expected of pupils of their age in speaking, reading and writing.

### **Main strengths and weaknesses**

- Standards are below average in speaking, reading and writing.
- Spelling is weak.
- Good use of questioning ensures all pupils are fully included.
- Teaching of grammatical skills is thorough.
- Support for pupils with special educational needs is good.

### **Commentary**

67. A number of factors have hindered pupils' learning. Assessments show that when the present Year 1 and Year 2 pupils entered the school, their attainment was well below what is usually expected of Reception-aged children. A high proportion of pupils who attend the school have

been identified as having special educational needs. Some Year 2 pupils have not attended school as regularly as they should. All these factors delay pupils' attainment. Tracking of pupils' progress through the teachers' records demonstrates that pupils have generally made satisfactory progress, when consideration is given to their prior attainment. In lessons, the majority of pupils, including those with special educational needs, put good effort into their work. This enables them to make satisfactory improvement in their learning. However, the learning steps are small, and the present Year 2 pupils are not yet achieving as well as they could.

68. Standards in listening for the majority of pupils in Year 2 are generally satisfactory. Pupils are taught to listen carefully. Where teachers sensibly break the lessons into small teaching steps, most pupils concentrate well, and demonstrate the ability to listen attentively. There is still a small number of pupils in each class in the school whose attention drifts after a relatively short time. Some children who have particularly challenging learning difficulties require constant encouragement to listen to what they are being told.
69. A small number of pupils are confident in expressing their views. However, overall standards in speaking are below the national expectations. Throughout the school, there is a high number of pupils who have a limited range of vocabulary. Some pupils in Year 2 still do not speak clearly. This means that when they answer teachers' questions, few are able to express their ideas unprompted. When talking about their news and their work, they have great difficulty to find the words to express their thoughts.
70. Standards in reading in year 2 are below average. Most pupils can read accurately when prompted by their teachers to take account of punctuation and to use their knowledge of sounds to tackle words that they have not come across before. When asked about the content, although they demonstrate satisfactory understanding of what they have read, many still require a great deal of adult encouragement to talk about what has happened in the story and what they think may happen next. Many need clarification of the meaning of new words they come across. A significant minority of pupils, including some who have been identified as having special educational needs, still use pictures and their knowledge of sounds to assist them in reading words they are not sure of, but because they have to spend so long working out individual words, their reading does not flow and therefore loses meaning. A small number of pupils who read expressively and with quick pace clearly enjoy reading for pleasure, and are able to discuss books and authors. They use dictionaries competently to enable them to work independently, show good knowledge of the difference between fact and fiction, and enjoy choosing books in the school library. Many parents support their children's reading well, and records are well maintained. The library is well resourced.
71. In Year 2, standards in writing are below what is usually expected of pupils at this stage. Pupils aged between five and seven learn to form their letters correctly and to write simple sentences, using full stops and capital letters. Many pupils require the assistance of an adult when recording their ideas, in their spelling of simple everyday words and in their use of punctuation. In Years 1 and 2, some pupils hold their pencil incorrectly, and therefore have insufficient control in forming their letters. Some Year 2 pupils have difficulty placing their letters correctly on the line, and often forget to leave spaces between words. The majority still print, although a small number are attempting to write in a joined style. Few pupils use a wider range of descriptive words, conjunctions and speech marks to add interest to their work. Spelling overall is weak. Vibrant texts and the pleasure of hearing a story skilfully read aloud could alert pupils to the potential for the enjoyment of literacy.

## English

72. Pupils' work includes lists, simple letters, invitations, book commentaries, their own stories and comprehension exercises. The special needs group recently won a poetry competition, and the quality of this work is impressive and demonstrates some good achievement. In all classes, pupils have made good use of the computer as an alternative form of recording, one

example being Year 2 pupils' evaluations of their work in design and technology. However, the quantity of written work available for the purpose of inspection was limited. There are too few examples of pupils' imaginative writing, poetry and their work in other areas of the curriculum on display.

73. The quality of teaching is satisfactory. Throughout the school, teachers have a sound understanding of how to teach basic literacy skills, but these lessons often lack the vitality and sense of enjoyable exploration that these same teachers succeed in bringing to lessons on other subjects. They ensure that lessons include reading, question and answer sessions, written activities and the opportunity for teachers to check pupils' learning. Good care is taken to ensure questions are directed to all pupils, to ensure they each have a turn in participating. There is some good use of whiteboards in lessons, to enable pupils to practise their writing and spelling. Sometimes opportunities are missed to increase the challenge of the tasks, for pupils to write creatively, to talk about their work and to read a wider selection of books. The quality of teaching support for pupils with special educational needs is good, enabling pupils to gain self-esteem and the confidence to achieve the targets identified in individual learning programmes. However, it would benefit these pupils to participate more often in the introductory and concluding stages of class lessons. There are examples of good marking in the books of pupils, where teachers' positive comments and helpful advice, to aid improvement. However, in some instances, pupils' mistakes are not sufficiently identified and rectified. This means that, too often, pupils continue to repeat the same mistakes and get into habits that are difficult to break, for example, the mis-spelling of simple words and correct use of finger spaces.
74. Visitors to the school, including a travelling theatre and a puppet show, enrich pupils' knowledge, bring enjoyment, support listening and speaking skills and motivate pupils to write about their experiences.
75. Leadership of the area is satisfactory. The headteacher and the curriculum leader have set a clear direction for the subject and developed a detailed action plan. The school has made several improvements since the previous report. Since the last inspection, there has been a major focus on improving teachers' technical ability to teach writing. Although more opportunities have been provided for imaginative writing, these are not yet sufficient. Teachers are now making better use of National Curriculum tests and other assessments to identify the areas requiring development, and to set school and individual targets for pupils in those areas in which they need to improve. Extra literacy time is given to those pupils with particular problems. There are also increased opportunities for pupils to read individually, and additional time allocated for improvement of grammatical skills. A satisfactory start has been made in monitoring the quality of teaching and learning across the school. These good initiatives are beginning to raise standards in teaching and learning, but are not yet sufficiently impacting on the standards pupils attain.

## **MATHEMATICS**

Provision in mathematics **is good overall.**

### **Main strengths and weaknesses**

- Pupils achieve well overall by the age of seven, and over recent years averaged together, their results have nearly matched national expectations; current seven year olds meet national expectations.
- Teaching and learning are good overall.
- Setting in mathematics has a positive effect.

## Commentary

76. Children currently enter the school with standards in mathematics below, and previously, well below, the national average, but leave with standards that broadly match those of pupils nationally. Over the years from 2000 to 2003 taken together, pupils have left the school with attainment just fractionally behind national standards. Although over this period boys have left the school with slightly higher standards than the girls, no difference in attainment levels was noted during the inspection. In 2003, results were not as good as previously, but approximately fifty per cent of that cohort had special educational needs; however, even in 2003, results matched those in similar schools. Achievement overall is good.
77. Pupils' learning is good as a result of the good quality teaching. In the four lessons seen during the inspection, teaching was very good in one lesson, good in two and satisfactory in the other one. No differences were observed between the learning of boys and girls.
78. In the best lesson, the pace was very brisk, with pupils given a very short but appropriate time to complete each task. Expectations were high, and the pupils were very well managed. In this Year 2 lesson on describing the properties of two-dimensional shapes, pupils worked hard and rose to the teacher's expectations. No time was wasted, and pupils' learning was very good.
79. In the lesson that was judged to be satisfactory, although the teacher worked very hard, her pupils did not and she carried on talking over pupils' talk; the pupils were not managed as well as they could be.
80. Discussions with the mathematics co-ordinator, who is the headteacher, showed her to have a good grasp on standards through the school, and the targets for the current Year 2 are suitably ambitious, with 82 per cent expected to attain at least Level 2, the nationally expected level, of which 41 per cent are expected to attain the higher Level 3.
81. Standards have been maintained since the last inspection; mathematics continues to be, overall, a strength of the school.

## Mathematics across the curriculum

Mathematics is developed appropriately across the curriculum in subjects such as science, ICT and design and technology.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards by the age of seven meet national expectations.
- Pupils' achievement in science is good.
- Pupils greatly enjoy their science.
- The subject is effectively led and managed.

## Commentary

82. In the 2003 national teacher assessments, although the proportion of pupils reaching Level 2 was below the national average, the percentage attaining the higher Level 3 was well above average. Compared with those of similar schools, results were above average overall and very high, being in the top five per cent of such schools, in terms of the proportion of Level 3 results.
83. Pupils really enjoy their science and this results in them wanting to know. Year 2 pupils tackled an investigation, into which fabrics were the most waterproof, most competently. Teachers

use a practical approach to teaching science and this stimulates pupils' learning, resulting in good achievement.

84. Teaching is good and teachers use correct scientific vocabulary. Learning objectives are sharply focused, so that pupils know the purpose of their lesson. Teachers really challenge their pupils in such lessons, expecting them to try to explain their answers. One of the Year 2 teachers has introduced a system for pupils to record their work that is greatly helping to raise standards further. Pupils are full of ideas. They find science fun, and said this in their questionnaires.
85. The subject is well led by the science co-ordinator. Assessment is sound and pupils record their work in a most scientific manner. Information and communication technology (ICT) is used well.
86. All pupils are fully included in science; no discernible differences were observed between the performances of boys and girls.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The school benefits from a new state-of-the-art ICT suite.
- All classes except Reception are timetabled for two full sessions in the ICT suite each week.
- Standards of attainment match national expectations; pupils' achievement is good.

### **Commentary**

87. Standards in all areas of ICT match national expectations. The ICT suite is having a positive effect in raising standards further. They are further enhanced by the use of technology across the curriculum, with smartboards in Year 1 and Year 2.
88. Pupils take part in two ICT lessons each week. Appropriately, one of these involves the direct teaching of ICT skills, whilst the other is used to support other subjects across the curriculum.
89. Teaching and learning are both good. Pupils want to learn because they really enjoy their ICT lessons. In a good Year 2 lesson, pupils used a word-processing package competently to answer questions about a previous piece of work involving "paint". This linked well with literacy but showed that some pupils had real problems with basic spellings. However, pupils handled the keyboard well and showed good ability to save and print. One group of pupils successfully retrieved previous work to show the inspector what the current work referred to.
90. The subject is well led and managed. Assessment procedures are appropriate, but are not yet used to track pupils' skills.

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

ICT is used well to support pupils' learning across the curriculum. For example, literacy and numeracy lessons regularly take place in the suite, further enhancing pupils' learning.

## **HUMANITIES**



**Provision is satisfactory in history and religious education; no judgement was possible for geography and design and technology due to timetable restrictions.**

### **Main strengths and weaknesses**

- Learning is based on first-hand experience.
  - Teachers' planning meets the requirements of the recommended programmes of study in history and religious education.
91. In Humanities, only one lesson was seen in religious education, and one in history. Both these lessons were in Year 1. No lesson was seen in geography. Much of the work in these subjects is based on discussion, and there was little recorded evidence. It is not possible to form an overall judgement about provision in these subjects or standards in Year 2.
92. In history, the standards demonstrated in the Year 1 lesson were average. Pupils investigated cooking utensils from the past and present. With the assistance of their teacher, pupils discussed what the spoons, bowls and pans were made of, their purposes and how old they were. The teacher had prepared the lesson well, taking into account the restricted vocabulary of the group. Because of the good emphasis on the extension of vocabulary and the opportunities for first-hand experience, pupils achieved well. Persistent questioning successfully motivated the pupils to think hard, talk about the characteristics of the old and new items, albeit in simple terms, and place them correctly in the order of their age. Earlier work in the autumn term included learning about Guy Fawkes and the significance of Remembrance Day.
93. Discussion with teachers about geography and a scrutiny of planning indicate that pupils cover an appropriate range of work. This includes the tracking of the progress of Barnaby Bear, when he sends cards from the places he visits on holiday. In Years 1 and 2, pupils complete simple maps and also some more challenging work involving a contrast of Millom with another locality. Pupils are given sound opportunities to seek out information in the library. Some good use is also made of the computers in their work. Simple orienteering and visits to the museum are used to extend learning further.
94. In religious education, pupils in Year 1 discuss what is meant by a special gift. They listen to the story of the Three Wise Men and discuss presents they would give to Jesus. Teaching in this lesson enabled pupils to understand that special gifts do not always cost a lot of money. Pupils follow the programme of work in the recommended agreed syllabus for religious education. They learn about what it is like to be a Christian and to be a member of the Jewish community. Discussion of customs, celebrations and stories found in special books such as the Bible and the Torah, visits to churches, role play and the use of videos and artefacts, which are used to extend pupils' knowledge and understanding, contribute well to their spiritual, moral, cultural and social development.

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

### **ART AND DESIGN**

Provision is **good**.

### **Main strengths and weaknesses**

- Standards in art and design in Year 2 are above those expected of seven-year-old pupils.

## Commentary

95. Pupils gain experience in using a good range of materials, including paint, crayon, pastels, clay and collage materials. When making calendars, pupils use colour, texture and pattern to good effect. Pupils, including those with special educational needs, achieve well in art and design because they are taught the appropriate skills.
96. Teaching in Year 2 is good. Resources are well prepared, clear explanations help pupils to know how to approach the tasks given, and pupils with special educational needs receive the help they require, so all pupils make good progress, in this case, in their collage skills. Good relationships build pupils' confidence, so they work without fear of failure. The tasks keep pupils interested and provide good challenge, particularly when the teacher intervenes with effective questioning, enabling the pupils to evaluate their own work and decide on areas for improvement. Pupils usually take their work home. Opportunities are sometimes missed to display pupils' work to best effect.
97. No teaching was observed in design and technology. The limited evidence indicates that pupils are gaining experience of designing and making products, and the work displayed in Year 2, where pupils have made puppets and evaluated their own and others' work, is of a satisfactory standard.

## MUSIC

Provision is **satisfactory**.

### Main strengths and weaknesses

- Standards in singing match levels expected nationally.
- Satisfactory opportunities are provided for musical performance.
- Resources are well prepared.

## Commentary

98. By the age of seven, pupils are attaining standards that are usually expected for their age in their musical knowledge and skills. During assembly, pupils are able to sing a satisfactory range of songs from memory and keep good time. Most pupils remember that the chorus is repeated after each verse and pay satisfactory attention to volume and pitch. Pupils demonstrate enjoyment in their own and each other's performance. This was evident when pupils with special educational needs successfully performed the song, 'Soldier, Soldier, won't you marry me?' Such opportunities for pupils to participate in school productions, contributes very well to pupils' self-esteem, their enjoyment and social development. Year 2 pupils use percussion instruments to explore long and short sounds. They listen well and respond appropriately to the symbols and the teacher's signals.
99. Teaching is good. Planning takes good account of the pupils' learning needs, and those with special educational needs receive good encouragement and support to give them the confidence to perform; thus, pupils are eager to participate and perform their rap with good attention to rhythm. The good practical opportunities provided, for example, playing percussion instruments, ensure pupils' involvement.
100. Since the previous inspection, the music curriculum has been reviewed. The subject leader has ensured that good links have been forged with professional musicians, and there have been performances of oboe, bagpipes, violin and a brass band. Such experiences effectively support pupils' spiritual and cultural development.

## **PHYSICAL EDUCATION**

Provision is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well in gymnastics.
- Teaching is good.

### **Commentary**

101. Pupils in Years 1 and 2 work enthusiastically in gymnastics. They show good awareness of space and good consideration for each other when moving round the hall. They understand the need to warm up in preparation for physical activities. They travel well, using hands and feet, and turn, roll, and jump with good agility, maintaining their balance with good control. Year 2 pupils are able to explain what they have done, and say which part of the body they use to support their weight. They identify what it is they like best about other pupils' performance and suggest ways in which their work could be extended. They use this information well to improve the quality of their work.
102. Teaching of gymnastics is of a good standard. Teachers interact successfully with pupils to maintain good order. The well planned and structured sequence of events in lessons challenge pupils physically. Skilful questioning encourages pupils to evaluate their performances. Time is used well to enable pupils to develop their skills. Pupils with special educational needs receive good support to participate in activities.
103. Planning shows a good programme for physical education that meets the requirements of the National Curriculum, and the subject leader is extremely innovative. Pupils learn to play a good range of games, including hockey; they participate in gymnastic activities, develop athletic skills and respond to music in dance. The pupils extend practice of their physical skills into playtime activities, and the midday supervisor has attended appropriate training to enable pupils to participate in purposeful activities. There are good links with a local secondary school, which invited the school to a recent games festival.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

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

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

