

## INSPECTION REPORT

### **BRADWELL Cof E (Controlled) INFANT SCHOOL**

Bradwell, Derbyshire

LEA area: Derbyshire

Unique reference number: 112803

Headteacher: Mrs H Smith

Lead inspector: Mr C Parker

Dates of inspection: 13<sup>th</sup> and 14<sup>th</sup> October 2003

Inspection number: 260558

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant school  
School category: Voluntary controlled  
Age range of pupils: 4 to 7 years  
Gender of pupils: Mixed  
Number on roll: 29

School address: Church Street  
Bradwell  
Hope Valley  
Postcode: S33 9HJ

Telephone number: 01433 620409  
Fax number:

Appropriate authority: Governing Body  
Name of chair of governors: Mr C Furness

Date of previous inspection: 27<sup>th</sup> September 1999

## CHARACTERISTICS OF THE SCHOOL

With only twenty-nine pupils on roll, the school is much smaller than other primary schools, and in each year group there are more boys than girls. All are of white UK heritage except one child of mixed white/Asian origin. All of the pupils speak English as their first language. The percentage of children known to be eligible for free school meals is below the national average.

The cohorts are very small and the pattern of attainment fluctuates from year to year, but taken overall it is average. The proportion of pupils identified as having special educational needs, is below the national average. One pupil has a statement of special need.

The school received an Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Christopher Parker	Lead inspector	Mathematics, science, information and communication technology, physical education, special educational needs
14083	Andy Anderson	Lay inspector	
22509	Gail Cowmeadow	Team inspector	English, art and design, design and technology, geography, history, music, religious education, Foundation Stage curriculum

The inspection contractor was :

Inspire Educational Ltd

The Coach House  
132 Whitaker Road  
Derby

DE23 6AP

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective school**. Clear leadership and consistently good teaching have resulted in widespread improvement. Standards are now high in reading, writing and mathematics and the pupils are achieving well. Although the running costs are very high, the school provides satisfactory value for money.

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

- Standards are high and the pupils are achieving well. A good proportion of the pupils attains higher levels in national tests in reading, writing and mathematics but standards in information and communication technology should be higher
- The leaderships and management are good. The school improvement plan has been pivotal in raising standards but at present there are no systems to evaluate all development activities.
- The teaching is consistently good and ensures that the pupils achieve well. The teaching of the reception and Year 1 children is very well managed
- The pupils have very positive attitudes to school and behave well
- The curriculum is broad and interesting but long term plans require further improvement and modification to ensure there is progression in learning right across the curriculum
- The provision for pupils with special educational needs is very good
- The school's links with parents and the community are very productive

There has been substantial improvement since the last inspection. The teaching is now monitored, the more able pupils are properly challenged, and practical tasks and science investigations are well established. Furthermore, the pupils' work is assessed and targets set, and the resources have improved. These improvements have been well co-ordinated through a well focused school improvement plan. As a result, standards have risen and the pupils reach higher levels. Moreover, the presentation of the pupils' work and the quality of their handwriting are now very good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	A*	A*
writing	A	B	A	A
mathematics	B	C	A	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**The pupils are achieving well** and standards are high in reading, writing and mathematics. In the Foundation Stage, most of the children are reaching the goals set for them and many should exceed them by the beginning of Year 1. The results of national tests have improved significantly and are now well above average. A high proportion of pupils now attain higher levels in reading, writing and mathematics. The results compare very favourably with similar schools. The results in reading are in the top five per cent both nationally and in comparison to similar schools.

The pupils read and write with confidence to a very good standard. Their handwriting and the presentation of their work have improved markedly and are now very good. In mathematics, recent improvements have been maintained and the pupils' good achievements result in standards that are well above average. In science better opportunities for investigation have also led to higher

standards. The pupils are achieving satisfactorily in information and communication technology but they are not yet reaching the high standards they should.

The school develops the pupils' personal qualities effectively. **The provision for their spiritual, moral, social and cultural development is very good overall.** The pupils' attitudes to the school are very good; they apply themselves well to the tasks they are set and this helps them to do well. They behave very well in lessons and around the school. Relationships are very good all round, and the pupils have caring attitudes towards each. They are aware of how their actions affect others and show developing self-discipline. Attendance is well above average.

## **QUALITY OF EDUCATION**

The **quality of education provided by the school is good.** The teachers prepare interesting tasks that motivate the pupils. They encourage and engage with the pupils effectively and as a result they respond well. The pupils settle well and apply themselves to the task in hand. There is a good level of challenge in the lessons to stretch the more able and those with special educational needs are well supported, so that pupils of all abilities achieve well. The marking of the pupils' work is thorough and often helps the pupils to improve. The **teaching is consistently good** throughout the school. The curriculum provides a broad range of interesting opportunities for the pupils. Although the curriculum planning is satisfactory, it requires further improvement and modification to ensure there is progression in learning right across the curriculum. The curriculum for personal, social and health education is good and the provision for pupils with special educational needs is very good. There have been considerable improvements to the building, but the facilities for physical education remain inadequate. The care and guidance of the pupils are very good and support their learning well and their achievement and personal development are monitored well. The health and safety procedures are very good. The involvement of pupils in the school's work and development is satisfactory and appropriate for their age. The partnerships with parents, the community and other schools are very good overall.

## **LEADERSHIP AND MANAGEMENT**

Taken overall, the **leadership and management are good.** The headteacher provides clear leadership, and the school is effectively managed and well supported by the governing body. The headteacher's commitment to raising standards, the support and guidance of the governors and the well-focussed school improvement plan have combined to bring about significant improvement. Although the performance data is used well to monitor standards, the systems for evaluating the effect of development activities are weak.

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

The parents are very satisfied with the school and think highly of it. Most pupils enjoy school and think that their lessons are interesting and fun.

## **IMPROVEMENTS NEEDED**

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

- implement systems to evaluate the effect of its school improvement activities on the quality of the education it provides and the pupils' achievements
- complete the curriculum plans to ensure that there is progression in learning of all pupils right across the curriculum
- extend and develop the use of ICT in order to raise standards further

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement in the Foundation Stage and in Years 1 and 2 is good. Standards in reading, writing and mathematics are high.

#### Main strengths and weaknesses

- Most of the children are reaching the goals set for them and many should exceed them by the beginning of Year 1
- The results of national tests have improved significantly and are now well above average
- The pupils read and write with confidence and to a very good standard: they are achieving well
- Their handwriting and the presentation of their work have improved markedly and are now very good
- In mathematics, the pupils' good achievements result in standards that are well above average.
- Standards in science have improved significantly and are now above average
- The pupils are achieving satisfactorily in information and communication technology *but they are not yet reaching the high standards they should be*

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	19.4 (18.1)	15.8 (15.7)
writing	16.1 (15.0)	14.4 (14.3)
mathematics	17.7 (16.4 )	16.5 (16.2)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

1. In the Foundation Stage, the children attain the early learning goals set for them. They are achieving well in all areas of learning except in their physical development where their achievements are satisfactory. Although there are good, well planned opportunities for outdoor learning these do not extend to working with larger apparatus. The inadequate accommodation for physical education and absence of equipment also hampers the provision in physical education in Years 1 and 2.
2. The results of the national tests in 2002 were well above average. In reading, three quarters of the pupils attained the higher levels. Writing standards were not quite as high, but nevertheless remained well above average. In mathematics, the results were also well above the national average.
3. The results of the reading tests have risen rapidly over the last five years. The improvements have not been as dramatic in writing although they now well exceed the national average. In 2002, the mathematics results rose sharply, but in previous years the improvements were modest when compared with those in English. In most aspects, the results compared very favourably with similar schools in 2002 except in the proportion attaining higher levels in mathematics. However, continued improvement in 2003 resulted in over half of the pupils reaching the higher level in this subject. High standards were maintained in English in 2003.
4. Discussions with the pupils, inspection of lessons and a scrutiny the pupils' completed work confirms that their achievement is good and that standards are well above average in English



and mathematics. However, the standards of speaking skills are not quite as advanced as in listening, reading and writing. In science, the pupils are doing well and making good progress because there now is greater emphasis on investigation.

5. The good levels of achievement in writing and reading in Year 1 and 2 are the direct result of the increased emphasis and challenge for pupils in these areas. Stimulating reading activities that generate an appreciation of storylines and characters are a feature of literacy lessons and the very good partnership between parents and school also develop this work at home.
6. As a result of recent improvements in ICT (information and communication technology), the pupils are making increased use of computer software across the curriculum. However, these developments have not yet resulted in the high standards of which the pupils are capable.
7. The school's improvement plan has brought significant and sustained improvements in key areas and there is a clear commitment to further enhancement. The headteacher and staff team have made effective use of opportunities for professional development and data analysis to support these improvements.

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

The pupils' attitudes to the school and their behaviour are very good. Attendance is well above average. The provision for the pupils' spiritual, moral, social and cultural development is very good overall.

### **Main strengths and weaknesses**

- The pupils behave very well in lessons and around the school
- They enjoy school and find the lessons interesting
- The teachers value the pupils' work and the contributions they make
- The quality of relationships throughout the school is very good

### **Commentary**

8. The table below shows the attendance figures for the school. The procedures for promoting and monitoring attendance are good.

#### **Attendance**

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

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

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

9. The provision for the pupils' spiritual development is good. The contributions to assemblies made by art and music, for example, are well planned and presented. Collective worship meets statutory requirements and the pupils also learn about the celebrations and beliefs of other faiths in religious education lessons. The provision for pupils' multicultural development is very good. For example, they have benefited greatly from a recent African Arts Week held jointly with other local primary schools. The teachers value the pupils' ideas and contributions and encourage them to develop feelings of self worth. As a result, the children enjoy coming to school and they show an interest in their work. They persevere and maintain high levels of concentration because

they are eager to learn and do their best. In personal, social and health education (PSHE) lessons, the children develop positive attitudes and confidence.

10. The provision for the pupils' moral development is very good. All are taught the difference between right and wrong, and consequently they behave very well in lessons, when moving around the school, and in the playground at breaks and lunchtimes. There are very good relationships between the children and adults and among the pupils themselves. The pupils are aware of how their actions affect others and they show developing self-discipline and caring attitudes towards each other. This has a very positive effect on their personal development. This very good behaviour results from the school's provision and is reflected in the total absence of exclusions from the school.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education provided by the school is good**. The pupils are well taught, cared for and supported, and the curriculum is broad and interesting.

### Teaching and learning

The teaching is good and as a result the pupils are learning effectively. Assessment is now used effectively.

### Main strengths and weaknesses

- The teachers plan interesting tasks that motivate the pupils. They are making increased use of information and communication technology, but it is not yet employed widely enough
- The teachers encourage and engage with pupils effectively, and as a result they respond well
- The teaching of the youngest pupils is skilfully managed to complement the learning in Year 1
- The good level of challenge in lessons is often modified for different groups of pupils
- The marking of the pupils' work is thorough
- The assessment and recording of the pupils' progress in English and mathematics is comprehensive. The information collected by the teachers is used effectively

### Commentary

#### *Summary of teaching observed during the inspection in 14 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	3	10	1			

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

11. The teachers have a good command of the areas of learning and subjects they teach. This is particularly evident in English and mathematics where they plan their lessons to develop the pupils' knowledge and skills systematically and at a good rate. They use a good range of strategies and methods that are exemplified very well in the reception and Year 1 class where the teacher skilfully engages the youngest children. This was evident, for example, when she was engaged with children who were taking orders during role play in the café whilst simultaneously challenging the older pupils in the class to observe and record the different types of seed found in a range of fruit. The teacher plans the lessons so that the activities complement each other and motivate all groups of pupils. She works very well with the teaching assistant to offer a good range of activities to the pupils, even though the accommodation places considerable restrictions upon them.

12. In Year 2, the teacher is clear about what it is she wants the pupils to learn. The set tasks challenge the more able pupils and those with special educational needs are encouraged and

fully included in all activities. In mathematics, for example, extension activities in problem solving are set for the more able pupils whilst those with special educational needs are given individual support to help them to meet their targets. Many of the tasks are short and snappy, for example, in handwriting. Consequently, the pupils are moved on at a good pace and remain motivated, interested and engaged. Levels of concentration are generally good and a scrutiny of the pupils' completed work shows they are productive and complete a good volume of work over the course of the year.

13. High standards of work and behaviour are expected and the pupils respond well. As a result, they settle quickly at the start of lessons and concentrate on the work in hand. The presentation of their work is very good, and the pupils clearly take a pride in their efforts and are eager to show adults examples of their accomplishments that are on display. Their handwriting has improved significantly because of the regular practice and consistent expectations that are now well established.
14. The marking of the pupils' work has also improved considerably. In many cases, the teachers' comments identify what the pupils are doing well and where they can do better. This is most effective in English and mathematics, where the teachers also use their ongoing assessments to plan appropriate tasks for the next lesson. In other subjects, the teachers make comments which record what the pupils have learned and the skills they have developed. In English, mathematics and science they keep comprehensive records of the pupils' progress and use this information effectively to set targets and plan for the next stages of learning.
15. Since the school was last inspected there has been good improvement in the teaching and learning. The assessment procedures have also improved and are now thorough and used effectively

### **The curriculum**

The curriculum provides a broad range of interesting opportunities for the pupils. The resources are satisfactory. There have been considerable improvements to the building, but the facilities remain inadequate for the physical education.

### **Main strengths and weaknesses**

- The curriculum planning is satisfactory *but requires further improvement and modification*
- The curriculum is enhanced and enriched by visits to places of interest and by visitors to the school
- The provision for the pupils with special educational needs is very good
- The curriculum for their personal, social and health education is good

### **Commentary**

16. The school has a very well developed curriculum for English and mathematics. It is based on the national strategies and provides a clear framework for learning. Allied to good teaching, this has contributed to the considerable improvements in the standards in reading, writing and mathematics. The broader curriculum comprises an interesting range of topics and themes that span all subjects and allow the pupils to develop their literacy and numeracy skills further.
17. The fluctuations in cohort size demand the flexible organisation of classes. Currently, there are fewer pupils at the school than for many years, but a January intake into the reception will result in some Year 1 pupils joining the Year 2 class. In response to this, curriculum plans are currently being rewritten to ensure that the Year 1 pupils have the same opportunities to extend their skills and knowledge whichever class they are in. The curriculum has undoubtedly improved since the last inspection, but it is essential that there is further modification to ensure there is progression in the pupils' learning. Overall, the curriculum meets statutory requirements but the school cannot provide a full range of opportunities in gymnastics where apparatus is required. This is because the classroom that also acts as an assembly and dining hall is inadequate for this

purpose. However, there have been considerable improvements to the general accommodation since the school was last inspected.

18. A new scheme of work has increased the use of ICT, but it is yet to be fully integrated into the teaching and learning right across the curriculum. The resources for ICT have also improved. There are now good resources for music and a better range of non-fiction books.
19. The provision made for the pupils with special educational needs is very good. These pupils have individual education plans with clear targets, and they are well supported by the teachers and the teaching assistants. As a result, they achieve well. Where appropriate, the help of outside agencies is enlisted and the progress of each child is regularly reviewed. Their parents are fully involved in annual reviews.
20. The school enriches the curriculum through its use of visits and visitors. For example, the pupils worked with countryside rangers to further their observation and recording skills in their study of plants and animals. The school also works with the village junior school and other small schools to provide worthwhile experiences for the pupils. For instance, the recent African Arts weeks was made possible through such a collaboration and had a considerable impact on the pupils, significantly enhancing their knowledge of art from another culture. Strong community links with a local club provides the pupils with sporting opportunities.

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

The care and guidance of the pupils are very good overall and support their learning well. The school's health and safety procedures are very good. The pupils' achievement and personal development are monitored well. The involvement of pupils in the school's work and development is satisfactory and appropriate to their age.

### **Main strengths and weaknesses**

- The induction programme for pupils entering the school is very good
- The school has very good procedures for ensuring the children's health and safety
- The child protection procedures are fully understood
- The pupils have very good relationships with the adults in the school
- They also have access to well-informed support, advice and guidance

### **Commentary**

21. The headteacher and the governing body take their health and safety responsibilities very seriously. All the required checks and inspections are regularly carried out and properly recorded. There is consistent safe practice in lessons.
22. The children are well cared for because the teachers establish clear routines and expectations, and manage the lessons well. Good tracking and record keeping ensure that the pupils are supported and guided appropriately for their age and abilities.
23. In this small school, the teachers and non-teaching staff know the children very well. All members of staff have a very good understanding of the school's pastoral arrangements and are totally committed to the welfare of the children in their charge. They are very approachable and supportive and every pupil has a very good and trusting relationship with one or more adults in the school.

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

The partnership with parents and the community is very good overall. The parents are very satisfied with the school and think highly of it. The school's partnership with other schools is very good. It also has good links with the local community in general.



## **Main strengths and weaknesses**

- The vast majority of parents hold the school in very high regard
- The information provided for the parents is very good
- The parents fully support their education at home and in the school
- The school has productive links with the community
- The links with other local schools are very good
- The governors' annual report to the parents lacks detail in some areas

## **Commentary**

24. There are very good links with the village pre-school organisations and the local receiving junior school. This ensures that children progress smoothly through the various stages of their education. Jointly held events, for example, the recent African Arts Week, make very positive contributions to the pupils' academic and personal development.
25. The parents indicate that they are very pleased with what the school provides and have every confidence in its ability to meet the needs of their children. The information provided by the school is very good. The children's homework diaries indicate strong support for homework and home reading. Many parents help either in school or by accompanying children on trips. There is a strong friends association, jointly run with the local junior school, which raises considerable funds for the school.
26. The governors hold a yearly meeting with parents and publish an annual report. Although the latest report contains all the statutorily required information, it lacks detail in some areas. Greater evaluation is needed of, for example, the implementation of the policy for special educational needs, the arrangements for the admission of pupils with disabilities and the impact of the teachers' professional development on the pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

Taken overall, the leadership and management are good. The headteacher provides clear direction, and the school is effectively managed and well supported by the governors.

## **Main strengths and weaknesses**

- The headteacher's commitment to raising standards has been very effective
- The governors direct the work of the school well
- The available performance data is used well to monitor standards
- The school improvement planning has improved significantly but the systems for evaluating its outcomes are weak

## **Commentary**

27. There have been many improvements in both the leadership and management of the school since it was last inspected. This has been aided by a reduction in the headteacher's teaching commitment, thereby giving her an additional half-day for this work. She has used this time well and the range of the developments and improvements is considerable. For instance, the headteacher now undertakes a comprehensive analysis of performance data. This gives her and the governing body a very clear picture, not only of how well the school has done in comparison to others, but also how the pupils have progressed in relation to their attainment when they started school. The headteacher now also carries out monitoring of the teachers' planning, their lessons and the pupils' work. These activities are clearly mapped out on the management calendar. The governors receive an informative termly report by the headteacher to keep them abreast of the school's work. The most significant improvement since the last inspection is the school improvement plan which provides the vision and strategy for future development. It has

the clarity needed to raise standards and has been very successful in doing so. Each action within the plan has precisely identified sources of evidence for evaluation. However, the governors have yet to establish a systematic approach to evaluating the effect of these initiatives on the quality of education that the school provides and the standards that the pupils attain.

28. The governors support the school very well. They know where its strengths lie and are keen to ensure that its weaknesses are eradicated. They have responded very positively to the issues raised by the last inspection and are frank in the assessment of their own work, highlighting the need for clearer procedures to allow them to evaluate the school's work. The governors have been particularly successful in securing improvements to the building, which now has modern toilet facilities, increased storage and space for small group teaching.
29. The management of the curriculum is satisfactory. The headteacher and the other full-time teacher, who has only been in post for a few weeks, have re-organised their roles and responsibilities so that it is clear which member of staff is leading each area of curriculum development. The tracking of the pupils' achievement is now established and provides the information needed to set targets for each child. Although the teaching team is small, there is a strong focus on improving the quality of education, maintaining high standards in English and mathematics and continuing to raise standards across the broader curriculum.

### **Financial information**

#### **Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	189 550
Total expenditure	155 722
Expenditure per pupil	4 449

Balances (£)	
Balance from previous year	31 529
Balance carried forward to the next	33 828

30. The school is currently carrying forward a significant proportion of its budget. The governors have given lengthy thought to its use. There are twenty-nine pupils on roll at the moment, but an intake in January will lift numbers to thirty-three. The governors have examined the possible adverse effects that this could have on the quality of education if the foundation stage and Years 1 and 2 are all taught in a single class. In the light of the falling roll, they considered the possibility of increasing expenditure on teaching assistants, but elected instead to hold reserves that will allow them to maintain two classes in the medium term. The governors' decision in this matter is justifiable.
31. The governors make satisfactory use of the principles of "best value". They compare the school's performance with that of others, both nationally and locally, consult parents and ensure they get the best service and value possible. They have been instrumental in ensuring recent building work has been concluded to the satisfaction of the school.
32. The income per pupil is high. However, the school provides a good quality of education and the pupils achieve high standards in the important areas of English and mathematics. Consequently, the school is judged to give satisfactory value for money.

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

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

33. At the time of the inspection, ten reception year children were in a mixed age class with nine Year 1 pupils. They had been in school for only seven weeks. Their attainment is broadly average when the children start school. Their achievement is good during the reception year and many children attain above average standards by the end of the Foundation Stage. The quality of the teaching and learning has improved since the previous inspection and now ranges from good to very good. The teacher and the teaching assistant are very caring. They manage the children well by creating a secure and happy atmosphere. Progress is carefully assessed from the time the children enter the school, and as a result there is a good understanding of their individual needs. The parents are active partners, often extending the children's learning at home, for example, when they were asked to find out about the origins and meanings of their first names. A well planned curriculum for a mixed age class ensures appropriate experiences for the younger children. The six areas of learning are covered well, and there is a good balance of child initiated and teacher directed activities. However, sometimes too little adult time is allocated to extending the learning through self-chosen play activities. There is no provision for some aspects of physical development. The Foundation Stage is well led and managed by the headteacher who works very effectively with the teaching assistant.

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

The provision for the children's personal, social and emotional development is **very good**.

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

- The children develop positive attitudes and confidence
- They show high levels of cooperation, interest and enthusiasm

#### **Commentary**

34. The children make very good progress in their personal, social and emotional development because the adults place a strong emphasis on this aspect and the teaching is clear and consistent. There are good routines and firm expectations for behaviour, such as the calm start to each day when parents bring children into the classroom. The children consistently show very good levels of cooperation, concentration and attention in both the teacher-directed and the self-chosen activities. For example, three children happily sorted out the parts they would play in the role play café and all children concentrated well, listening carefully to each other, when sharing what they had found out about their names.

### **COMMUNICATION, LANGUAGE AND LITERACY**

The provision for the development of the children's communication, language and literacy skills is **good**

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

- Most children achieve the early learning goals and some exceed them by the beginning of Year 1
- The teaching of early skills in reading and writing is of high quality
- The use of language for thinking is not regularly promoted by adult interaction in the self-chosen activities



## Commentary

35. The children make a good start in reading and writing during the reception year because the teaching is based on a very clear understanding of how to develop these skills. For example, younger children enjoyed a game in which they learned new letter sounds, whilst the older children were reading the words made up by the sounds. All children enjoy a range of books and at this early stage in the year many recognise their own names and a number of familiar words. The children regularly practise writing and are encouraged to attempt writing for a range of purposes, for example, when they confidently labelled their drawings of fruit and vegetables. The children regularly and frequently use reading and writing purposefully in their play, for instance, in the form of posters, menus and order pads in the role-play café. The adults provide good role models and encourage the children to talk and to listen when others are speaking so they gain confidence and improve their skills. However, their efforts to develop the children's use of language for thinking during self-chosen tasks are sometimes not as effective as they could be because interventions are too brief.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The planned activities are appropriately challenging
- Mathematical ideas are consolidated incidentally in many activities throughout the day
- Opportunities to develop mathematical thinking through the children's self-chosen activities are sometimes missed

## Commentary

36. Most children achieve above average standards in mathematical development by the end of the Foundation Stage because their teachers devise activities with a steady increase in challenge and ensure regular repetition to consolidate learning. For example, in a game they were challenged to make a fish with more spots than the one they had chosen and the different colours of the spots ensured they had to think carefully. This learning was later reinforced during an outdoor action song session when they were asked to get into lines of not more than six people. Opportunities for children to use their developing mathematical skills in play are plentiful.

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

The provision that was sampled in these three areas was **good**. It was not possible to see sufficient work over two days to make judgements in each area separately.

### Main strengths and weaknesses

- The teachers provide a wide range of interesting activities with good links across the areas of learning
- There is no climbing and balancing equipment for physical development

## Commentary

37. Various activities are designed to develop the children's knowledge and understanding of the world and to promote their physical and creative development. These are well planned to help the children make links between their learning in different areas. For example, reading and writing activities about fruit and vegetables were linked to investigations with magnifying glasses and careful observational drawings using pencil and crayons. The teacher effectively overcomes the difficulties of access to the outdoor environment by ensuring that many activities take place there during lesson time and breaks. During the inspection, singing, movement and counting

activities took place outside. During playtimes the children develop their imaginations with “small world” toys and “painting” with buckets of water and large brushes. However, it is not possible for them to develop balancing and climbing skills because there is no equipment.

## ENGLISH

Provision in English is **very good**.

### Main strengths and weaknesses

- Standards are high with many pupils attaining levels well above those expected for their age
- The teaching of reading and writing is well planned and imaginative, but the development of the children’s speaking skills is not given sufficient consideration at the planning stage
- Careful assessment ensures that individual needs are met

### Commentary

38. Standards in reading and writing have been rising rapidly and were well above average in national tests in 2003. The inspection evidence confirms this success. The initiatives to tackle the lower performance of boys, such as increasing the range of non-fiction reading material and setting a wide range of writing tasks for them, have been successful. The boys are now performing as well as girls in both reading and writing.
39. By the end of Year 2, many pupils are fluent readers and all show enthusiasm and confidence when reading. The resources are good and well organised to present increasing challenge. The pupils in both year groups are achieving well because the teachers use their thorough knowledge of reading development to underpin a carefully structured and imaginative programme of teaching. In Year 1, for example, reading work based on a non fiction book about fruit and vegetables was enlivened by the exciting use of real examples and by the links with role play in the classroom “café”.
40. The pupils are also confident writers. This was evident, for instance, when the Year 1 pupils happily attempted to write words such as “aubergine” and “coconut” independently when compiling lists in alphabetical order. By the end of Year 2, the more able pupils are constructing effective sentences such as “When you are collecting a spider, be very careful not to damage it.” They use a range of punctuation correctly, including good attempts at speech marks. The written work is well presented in both year groups and across the curriculum because the teachers make their expectations clear. Handwriting is developed through direct and regular teaching, and the children diligently employ these skills in their independent writing. This is another improvement since the last inspection.
41. All pupils achieve well in reading and writing, making good progress from their starting points. This is ensured by systematic assessment procedures that allow the teachers to track individual performance in order to set targets and plan their teaching. The targets are made clear to the pupils and parents. For example, the more able Year 2 readers were aware of their target “to improve their expression when reading aloud by noting the punctuation in the text”. The marking of work is generally, although not always, used well to develop the pupils’ understanding of their learning. The best marking often includes comments such as “Remember to start your sentences in different ways”.
42. The pupils in both year groups listen very well to their teachers and other children. In some lessons, they also speak well. This was observed in a personal, social and health education lesson in which the Year 2 pupils articulated their feelings about being “left out”. However, in some other sessions the pupils often answered questions with single words. Although the pupils are achieving satisfactorily in their speech, their achievement is not as high as in reading and writing. Most aspects of English are very well planned, but not enough consideration is given to planning speaking activities.

## Language and literacy across the curriculum

43. Language and literacy skills are developed well across the curriculum. For example, the pupils in Year 2 read “Katie Morag” stories and wrote leaflets in their geography work. Similarly, the Year 1 pupils developed their listening skills and confidence in speaking when sharing what they had found out about their names in a religious education lesson. The various wall displays offer an interesting range of environmental print and the role-play areas and writing corners invite children to read and write for a range of purposes.

## MATHEMATICS

The provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards in mathematics are well above average at the end of Year 2
- The pupils of all abilities are being appropriately challenged and, as a result, are achieving well
- Recent improvements are being sustained

### Commentary

44. Standards have risen in mathematics because the teaching is now consistently good, the pupils' progress is carefully assessed, the curriculum is well structured and high expectations are firmly established. The results of the national tests rose sharply in 2002 and improved further in 2003 when over half of the pupils achieved the higher level. Lesson observation, discussions with pupils and scrutiny of the pupils' work confirm that standards are well above average.
45. The lessons are lively and varied. In Year 1, for instance, a lesson began with counting games in the playground combining clapping, jumping and singing activities. On returning to the classroom, the set tasks were carefully modified for different abilities, with the more able being challenged to estimate collections of objects that often exceeded twenty. The pupils with special educational needs were well supported by the teaching assistant who extended their learning through good counting activities. Consequently, all pupils achieved well because the tasks provided a good level of challenge and the lesson was well planned and managed. In Year 2, the lessons are also well planned and activities skilfully managed. As an introduction to the lesson, the pupils played subtraction bingo. The teacher used this to extend their vocabulary by using a range of terms such as, minus, take away, count back and less than. The more able pupils demonstrated very rapid and accurate recall of number bonds to twenty. Similarly, after some thought, they successfully identified the three even numbers following on from a given starting point, such as fifty-four. The lower attaining pupils and those with special educational needs are set tasks with realistic challenge. Their motivation and interest are maintained through the good support of the teaching assistant, the short and snappy tasks and the use of computer software to consolidate and extend the tasks they are doing in lessons.
46. An inspection of a sample of work covering the whole of Year 2 shows that the pupils encounter an appropriate range of topics and complete a good volume of work. It is carefully marked and often contains helpful comments that both assess the pupil's progress and help them to improve. The standard of the work mirrors the results of the national test and shows that girls and boys are equally successful.

### Mathematics across the curriculum

47. The teachers and teaching assistants use every opportunity to encourage the youngest children to count. Singing games feature across the curriculum and those such as, 'One man went to mow,' help them to count backwards. Information and communication technology is used to support estimating activities and also to pose problems for the more able pupils to solve. In

science, the older pupils sort and categorise materials and record their finding in tables and graphs.

48. Overall, the school enables the pupils to use and refine their numeracy skills purposefully in various contexts and in other subjects.

## **SCIENCE**

The provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average
- The pupils are achieving well and making good progress
- Investigation now plays a central role in the teaching of science

### **Commentary**

49. One lesson was observed in Year 1, but scrutiny of a sample of work covering the whole of Year 2 confirms that standards are securely above average. The work shows that the teachers establish the key elements of knowledge very well. For example, the pupils can describe what plants and animals need to keep them alive and they understand that forces are pushes and pulls. The increased emphasis on investigative science is evident in their work and in the photographic record. The pupils are developing an understanding of fair testing and their work shows an ability to observe and record. For example, the pupils made clear observations during an experiment to see if ice cubes melted at different rates in different locations. One wrote 'The ice cubes on the radiator melted first'. When the teacher marked this work she questioned why this should be and the pupil extended his conclusion with, 'because this was the hottest place'.

50. In the one lesson seen in Year 1, the teacher had halved a wide range of fruits and began the lesson with pupils in a circle around them. The sample included some fruits, such as grapefruit and pomegranate, which the children had not met before. Good questioning and discussion extended the pupils' vocabulary as they talked about stones, pips and seeds. Some pupils then examined the fruits through magnifying glasses and made drawings of the different types of seeds showing where they were found in the fruits. At the same time, others worked with the teaching assistant to plant a variety of seeds. The pupils achieved well in this lesson because they were interested and fully involved in the tasks they were set.

51. Information and communication technology is used satisfactorily in science. For example, the pupils in Year 1 used software to help them identify parts of a plant and Year 2 pupils have created graphs to show the results of an experiment to see how far a coin would roll on different surfaces.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are in line with expectations
- The pupils' achievement is satisfactory but they are capable of more
- The new scheme of work provides a good framework for use of ICT right across the curriculum

### **Commentary**

52. During the inspection, no lessons were taught in which ICT was the focus for the learning, but a number of lessons were seen where it was supporting work in other subjects. A scrutiny of a sample of the pupils' work from last year was carried out, but the range in which the use of ICT was evident was small. A new scheme of work has been introduced this year and software is now being used more widely. In the lessons where ICT was being used, it was clear that the pupils are acquiring the skills that are expected by the end of Year 2. For example, they can communicate their ideas by generating and amending text. A more able child has used ICT to write at length and presented his ideas well. In mathematics, for example, the pupils use the keyboard and mouse with confidence. However, the broader and more frequent use of ICT is recent and, as a result, the pupils are not yet achieving as well as they should.

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

53. The school is now making satisfactory use of information and communication technology to support learning in various subjects. For example, in Year 2 software linked to the mathematics scheme of work is used to consolidate previous learning and to further challenge the pupils. In Year 1, the pupils sort and match parts of a plant and use image processing software to experiment with colour. The older pupils have used the Internet to find out about Mondrian and artists who have painted self-portraits.

54. The new co-ordinator is working to extend the use of ICT across curriculum, but this now needs to be a higher priority so that more effective use can be made of ICT in all subjects and it can become an integral part of the teaching and learning.

### **HUMANITIES**

55. One lesson was seen in geography and one in religious education. No history lessons were observed. A scrutiny of pupils' completed work was carried out in all three subjects. The teachers' plans were also inspected.

56. In geography, there was evidence of imaginative teaching in the display recording "Barnaby Bear's" trip to Switzerland. In the lesson seen, the pupils were able to identify natural and built environments and give simple reasons why they prefer one location to another. They are also beginning to compare localities such as the Island of Struay and their own village. The teachers use both history and geography well to consolidate and extend numeracy and literacy skills. For example in geography the pupils made block graphs of their favourite types of holiday and compared fact and fiction in history.

### **RELIGIOUS EDUCATION**

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

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

- The pupils are achieving well
- The work in religious education contributes well to the pupils' personal development

#### **Commentary**

57. The pupils achieve the standards that are expected and they make good progress according to their abilities because the teaching is carefully planned to cover the objectives of the locally agreed syllabus. For example, at the start of Year 2 a more able pupil wrote about the Christian christening ceremony quite simply, but towards the end of the year was able to include more detail when describing the Jewish Passover. The pupils in the reception / Year 1 class achieved well in the one lesson observed when they shared information provided by their parents about the origins and meanings of their names. This lesson was successful because it was well designed and prepared.

58. Work in religious education provides good contributions to the everyday life of the school and the pupils' personal development. For example the thoughtful "leaving prayers" composed at the end of the year showed the pupils' developing awareness of their own feelings and those of others. The marking of work is sometimes used well to record other aspects of achievement as when the teacher wrote "You made an excellent contribution to the class discussion." The resources to support learning about other world faiths have improved since the last inspection and now support the curriculum well.

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

59. No lessons were seen in art and design, design and technology and music, but the youngest children were observed in singing games. One physical education lesson was observed. The pupils' work in art and design was sampled through wall displays.

60. The pupils' work in art and design is of a good standard. This is evident in the wax resist patterns which involved Year1 pupils in mixing and using autumnal colours and in the self portraits painted by pupils in Year 2. The pupils used the internet to find out about self portraits before painting their own.

61. Very little evidence of work in design technology was available. However, some examples from last year show that older pupils created annotated drawings as a basis for their work and the photographic records show they made vehicles with moving wheels.

62. The quality of the singing heard during the inspection was good. There is now an appropriate range of percussion instruments, which is an improvement since the last inspection.

63. In the one physical education lesson observed, the pupils achieved well because the teaching was good. The teacher made good use of the playground to help the pupils to develop their throwing and catching skills. The school has good resources for games activities, but it does not have either the equipment or the accommodation to provide apparatus work. Dance lessons are planned to ensure the pupils have a variety of physical education activities.

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

64. Two short personal, social and health education lessons were observed. In Year 1, the teacher used a story to encourage the pupils to talk about their feelings of disappointment and pride. Some children made extensive verbal contributions, but others were more limited in their responses. Nevertheless, the lesson was successful in encouraging the pupils to consider the actions of others on their own feelings. In Year 2, the lesson focussed on the effect of the pupils' words and actions on others and the importance of sharing. The pupils expressed themselves well because the challenging questioning caused them to think and reflect.

65. The school has a well planned programme of units of work and an associated pupil record. The positive attitudes and the respect the pupils show for their peers, the teachers and in discussing other cultures indicate that this programme of work is effective.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<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	4
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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