

INSPECTION REPORT

BISHOP TUFNELL CE (AIDED) INFANT SCHOOL

Bognor Regis

LEA area: West Sussex

Unique reference number: 126050

Headteacher: Mrs A Hood

Lead inspector: Mrs L Woods

Dates of inspection: 17 – 19 November 2003

Inspection number: 260616

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 aided
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
Number on roll:	268
School address:	Pennyfields Felpham Bognor Regis West Sussex
Postcode:	PO22 6BN
Telephone number:	01243 584 412
Fax number:	01243 582 573
Appropriate authority:	Governing body
Name of chair of governors:	Father W Marston
Date of previous inspection:	22 March 1999

CHARACTERISTICS OF THE SCHOOL

Bishop Tufnell CE (Aided) Infant School shares a large site with the adjacent junior school and serves the parishes of Felpham and Middleton-on-Sea to the east of Bognor Regis. With 268 boys and girls on roll, it is an average sized school, with around 30 of the youngest children currently attending school part time. Pupils come from a range of socio-economic backgrounds, but there is little ethnic mix in the school, which reflects the local population. With no hot school meals available, the proportion of pupils eligible for free school meals is very likely to be higher than the known 2.9 per cent. Around nine per cent of pupils are identified as having special educational needs, with one pupil having a Statement of Special Educational Need, and overall children's attainment on entry to school is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	Foundation Stage Science Information and communication technology
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2433	Mr I Bennett	Team inspector	Mathematics Art and design Design and technology Music Physical education
16492	Mr R Lever	Team inspector	Special educational needs English Geography History Personal, social, health and citizenship education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. As a result of good teaching and the warm, caring and inclusive ethos, boys and girls of all abilities feel valued, achieve well and attain above average standards in English and mathematics by the time they leave at the age of seven. The school is led and managed well by the headteacher and she has effective support from her senior management team and all staff. Governors fulfil their responsibilities satisfactorily and take a keen interest in the school. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- The school has a very good ethos in which all involved in its life and work are included fully.
- The partnership between the school and parents is very good.
- Teaching is good, and teaching assistants provide very good support, which leads to good achievement and above average standards, particularly in English and mathematics.
- Very good assessment provides the school with a very clear picture of the attainment and progress of each pupil.
- Good leadership and management by the headteacher and all staff with responsibilities mean the school is reflective and clear about where further improvement can be made.
- The use of information and communication technology (ICT) across the curriculum is not sufficient.
- The governing body does not take a sufficiently active role in identifying and monitoring areas for improvement.

The school has tackled the issues identified in the last report well. Statutory requirements are met in full, and the partnership with parents is now very good, and a strength. Weaknesses in teaching have been addressed, and this is now good, with detailed planning and assessment, which is a strength. The monitoring role of staff with specific responsibilities is good, but that of the governors is not sufficiently thorough.

STANDARDS ACHIEVED

Children start school in reception with average levels of attainment. They make good progress and achieve well, so that standards are above expectations in their personal, social and emotional development, communication, language and literacy and mathematical development by the end of this first year of school.

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

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

The school's very good assessment systems enable it to make accurate predictions of attainment in national tests, and to set challenging targets. In the 2003 national tests, standards in reading and writing were above average, and in mathematics were average. The proportion of pupils reaching high standards in writing was well above the national average, which demonstrates the effectiveness of the school's strategies to provide good challenge for more able pupils. Observing lessons and examining pupils' work confirms that standards in English and mathematics are above average for current Year 2 pupils. Teacher assessment of standards in science in 2003 was

average, and pupils' current work is of a similar standard. Pupils achieve well in science, because of the good emphasis on practical investigations. In ICT, standards meet expectations, but not enough use is made of pupils' ICT skills in other subjects.

Pupils' spiritual awareness is **very good**, and their personal, social, moral and cultural development is **good** overall. Pupils really enjoy coming to school and appreciate all the opportunities provided. Their attendance and punctuality are good, as are their attitudes and behaviour.

QUALITY OF EDUCATION

The quality of education in the school is **good**. Teaching and learning are **good**, and are significant contributing factors to the good standards and achievement of pupils. Teachers have a good understanding of the subjects they teach and individual pupils, and plan closely together to ensure all pupils have very good equal opportunities. They work hard to make learning relevant, interesting and fun. Teaching assistants play an invaluable role in supporting teachers and pupils, and use of their time is very good.

Assessment is very good, and information is used very well to ensure all pupils are given work which challenges them and enables them to achieve well. The school provides a good, rich curriculum, and cares well for all its pupils. Partnership with parents is very good, and with the community and other schools is good.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and staff with specific responsibilities are **good**. Governors take a keen interest in the school and fulfil their statutory responsibilities satisfactorily, but do not take a sufficiently active role in monitoring the school's work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and all it does for their children. Whilst some parents expressed dissatisfaction with the information they receive from the school, inspectors do not support their view; information is very good. A small minority of parents expressed anxiety about bullying, but there was no evidence of this during the inspection.

Pupils are proud of their school and appreciative of the opportunities it provides. They have good relationships with adults and feel confident that their views are valued and acted upon.

IMPROVEMENTS NEEDED

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

- Improve the use of ICT to support learning across the curriculum.
- Strengthen the strategic involvement of governors in the work of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good** throughout the school. Children join reception with broadly average levels of attainment, and by the time pupils leave at the end of Year 2, standards in English and mathematics are **above average**.

Main strengths and weaknesses

- Good achievement by children and pupils of all abilities.
- Above average standards in English and mathematics by the time pupils leave the school.

Commentary

1. Children's attainment on entry to the school is broadly average, although it is below the average for the local education authority. They make good progress and achieve well as a result of consistently good teaching. Most children are already meeting the Early Learning Goals in their personal, social and emotional development, communication, language and literacy and in mathematical development, and are on course to exceed them by the end of the year.

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

Standards in:	School results	National results
reading	16.6 (14.9)	15.7 (15.8)
writing	15.2 (14.3)	14.6 (14.4)
mathematics	16.5 (15.9)	16.3 (16.5)

There were 75 pupils in the year group. Figures in brackets are for the previous year

2. Results in the 2003 national tests at the end of Year 2 showed an improvement over those in 2002, as a result of effective strategies to provide appropriate challenge for pupils of all abilities. Detailed and comprehensive assessment and tracking systems enable the school to make accurate predictions of pupils' attainment in these tests, set challenging targets, and focus efforts to raise attainment effectively.
3. In 2003, standards in reading and writing were above the national average, and were average in mathematics. In reading and mathematics, attainment at the higher Level 3 was average, but was well above the national average in writing. Teacher assessment of standards in speaking and listening and in science was average overall, but above average at the higher Level 3 in speaking and listening and well above average at this level in science. Comparisons with similar schools based on free school meals statistics are unreliable, because the local education authority does not provide a hot meals service, so that parents do not acknowledge eligibility. Take up of the packed lunches is low, and the school is more likely to be in a higher band than statistics indicate. Based on this, compared with similar schools, standards were above average in reading and writing and average in mathematics.
4. Work in pupils' books and in lessons observed confirms pupils' good achievement in the core subjects of English, mathematics and science. Standards are above average in English and mathematics, and average in science at this stage of the year. Good attention to developing pupils' investigative skills in science means that standards are improving in this subject. In ICT, pupils' standards and achievement meet expectations, and the school acknowledges the need to place a greater emphasis on pupils using their ICT skills across the curriculum.

5. Pupils with special educational needs make good progress against specific targets and goals. They do well when receiving extra support and receive overall good teaching, well matched to their needs. Regular reviews of individual education plans show they generally achieve their targets. The pupils with very significant special educational needs are very well supported and make very good progress. They are fully included in all school activities and are achieving very well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their attendance and punctuality are **good**. Pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- Provision for developing pupils' spiritual awareness is very good.
- Pupils show interest in learning, and behave well in lessons and around the school.
- Relationships between pupils and between pupils and adults are good.
- Pupils have a good awareness of right and wrong, and show respect for others' feelings and beliefs.
- Attendance procedures are good. Pupils have good records of attendance and punctuality.
- Pupils' appreciation of living in a multicultural society is still limited.

Commentary

6. The school provides very well for pupils' spiritual development. The ethos of a church school is very strong. They have good opportunities for prayer and opportunities to write their own. Pupils show reverence in assemblies and take full part in worship. They know the words of hymns and prayers and sing joyfully. In lessons they learn about, and show respect for, other peoples' beliefs. In a successful 'Circle Time' session, there was time for reflection on environmental issues and how we should care for our world. Pupils have a good level of respect for the feelings and values of others and are given opportunity to reflect on these feelings.
7. Their moral development is good. Pupils are all aware of the school and class rules and fully understand the difference between right and wrong. In lessons and around the school pupils behave well. In lessons they are attentive and listen carefully to their teachers. They show interest and curiosity and most concentrate well on their work. During a wet lunchtime there was a range of wet weather activities available and all behaved sensibly. At the pre-inspection parents' meeting and in written returns, most parents confirmed that they thought behaviour was good and that there was little bullying at the school. Whilst a small number of parents had a different view, there was no evidence of inappropriate behaviour during the inspection.

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	155	0	0
White – any other White background	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – any other Asian background	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	100	0	0

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

8. Pupils with special educational needs form good relationships with teachers, support staff and each other. Those with behavioural and emotional difficulties are well supported and increase their confidence and self esteem well as a result.
9. Pupils' social development is good. Relationships between pupils and with all the staff are good. They get on well and are able to work and play together collaboratively. Pupils have opportunities for taking on additional responsibility and they respond well to them. They value the 'Friendship Bench' and they take part in the School Council. Most pupils are very happy at the school and feel secure and well cared for. They generally have a clear picture of what they need to do to improve their work. They are encouraged to think of others by raising money for charities such as the Mustard Seed Relief Mission, NSPCC, The British Heart Foundation and Guide Dogs for the Blind.
10. Pupils have a sound understanding of their own culture but there is limited opportunity for them to experience or have an understanding of life within a multi-cultural society, because of the school's locality. They have good opportunities to learn about the past, for example, through the Victorian day and by visits to places of local interest. Live theatre and music enrich their experience. Since the last inspection they have been given more opportunities for developing multicultural awareness. There are some fine examples of North American Indian sand painting and the multicultural week proved a great success.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.1
National data	5.4	National data	0.5

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

11. Attendance is better than it is in most other primary schools and is improving year on year. Close attention is paid to ensuring entries in registers accurately reflect reasons for absence. Most authorised absence relates to illness and the usual childhood infections. A much smaller proportion is due to holidays taken in term time. The school rightly refuses to authorise holidays that coincide with the start of the autumn term or the month of the national tests. Parents make good efforts to ensure their children arrive at school in good time. As a result, pupils settle into school quickly and have few disruptions to their learning.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching is good, the school provides a broad and relevant curriculum with a good level of enrichment and it cares well for the pupils.

Teaching and learning

Teaching is **good** throughout the school.

Main strengths and weaknesses

- Good teaching supports and challenges all children and pupils well, so that they achieve well in relation to their abilities.
- Comprehensive assessment ensures teachers have a very good understanding of pupils' attainment and progress and enables them to provide good challenge.
- Teaching assistants make an invaluable contribution to the quality of teaching and learning.
- Good shared planning ensures all pupils of the same age in different classes have very good equality of opportunity.

Commentary

12. The quality of teaching is a strength of the school. In lessons seen in all year groups, the good and very good teaching exceeded that which was satisfactory.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (15%)	23 (58%)	11 (27%)	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.

13. Teachers have a good knowledge and understanding of the subjects and age groups they teach, and this is explained in detail in the relevant subject sections of the report. There are, however, common features, which contribute significantly to the good quality of learning throughout the school. Good shared planning and sharing of resources by teachers in parallel classes ensures all pupils of the same age receive very good similar experiences, and this was clearly evident in the delivery of lessons in subjects across the curriculum. All Year 2 pupils, for example, have designed and made tee-shirt transfers using art and design and ICT skills, and all Year 1 pupils are equally successful at writing instructions. Reception children all examine their features, using mirrors with equal concentration. Teachers work hard to make their lessons interesting, with lively introductory sessions in which they are careful to involve all pupils. Teaching assistants are used very well both in these sessions and during practical activities. They share the same high expectations of pupils' hard work and good behaviour as the teachers, and pupils respond well to these, doing their best and being keen to please. Good relationships permeate lessons, so that pupils are happy to try their best without fear of failure. As a result, pupils make good progress and achieve well in relation to their abilities. Year 2 pupils are impressively mature. They maintain their concentration and work well even when not directly supervised, which demonstrates the effectiveness of the school's routines and expectations.
14. Teachers use appropriate methods, which enable pupils identified with special educational needs to learn effectively. Teachers take good account of the targets set out in pupils' individual education plans, which are sufficiently practical to implement when support staff are not present. All classes have a teaching assistant for literacy and they provide very good support, which helps pupils to achieve well in learning basic skills. The assistant who provides the extra literacy support is most effective in her role.
15. Assessment arrangements for pupils with special educational needs are effective and records are thorough and well maintained. Teachers use assessment data well to set targets in pupils' individual education plans. Assessments made on entry to school enable early identification of children needing extra support.
16. Thorough and comprehensive assessment, particularly in English and mathematics, ensures teachers and teaching assistants have a very good understanding of each individual's abilities, and activities are focused well for different groups within each class. Pupils are encouraged effectively to evaluate their own efforts, and consequently have a good understanding of how they can improve their work. Assessment in other subjects is less formal but, nevertheless, teachers' knowledge of their pupils means that they are able to provide work which is sufficiently challenging for different groups in all activities.

The curriculum

The overall quality of the curriculum is **good**. Opportunities for enriching the curriculum through clubs, visits and working with outside groups and individuals are **good**, and have a positive effect on pupils' learning.

Main strengths and weaknesses

- The curriculum is systematically monitored and evaluated to identify areas for improvement.
- The school's strategies for teaching English and mathematics are effective.
- Curriculum development is good.
- Provision for pupils with special educational needs is good.
- The match of support staff to the curriculum is good.

Commentary

17. The organisation of the timetable provides adequate teaching time for all aspects of the curriculum, and curriculum requirements are met fully. The school offers a good range of activities for pupils outside the school day, and has links with other after school clubs, so enriching the curriculum for all pupils. It also offers a wide range of activities to enrich the curriculum. All year groups, for example, make educational visits to extend their work and there are many visitors to the school who support areas of the curriculum and pupils' knowledge of the world. Regular themed weeks provide interest and enrichment and broaden pupils' horizons well. Last year, the school held a very successful Multicultural Week with visits from, for example, African drummers and a Punjabi musician, and a science week is planned for next term.
18. Subject co-ordinators' management has a positive effect on standards. They regularly review the curriculum, and develop detailed plans to improve provision. Resources in the Foundation Stage and for the subjects of the National Curriculum are good and effectively used to support pupil's learning. The school has a well-stocked library area, but due to the pressure on space within the school, it is not large enough to be used effectively. The national strategies for literacy and numeracy have been implemented effectively, and are instrumental in the improving standards in the school.
19. Overall provision for pupils with special educational needs is good. The curriculum is well organised for these pupils, and they have full access to all opportunities. Arrangements for using individual education plans are effective in ensuring pupils' needs are met whilst still enabling pupils to have access to the whole curriculum. A designated learning support assistant is experienced and is seeking degree level qualifications. Other assistants are experienced and receive appropriate training within school and beyond. Teaching assistants overall are well matched to their roles and provide invaluable support for the school. Provision for pupils with statements of special educational need is very good.
20. The accommodation has been developed well, and is used well to support the curriculum, particularly the outside environment. The school has worked very hard to enrich the learning environment, and it is both attractive and welcoming.

Care, guidance and support

The systems in place to ensure the care, welfare, health and safety of pupils are **good**. Pupils' have **good** access to well-informed support and guidance. The school pays **good** attention to seeking pupils' views and acting on them.

Main strengths and weaknesses

- Teachers make good use of the procedures that tell them how well pupils are getting on.
- Pupils receive the right level of care to help them improve.
- Pupils know their views matter and their contributions are valued.
- The school uses a good range of strategies to deal with and eliminate incidents of bullying.
- Pupils' medical needs are met well by properly trained staff.

Commentary

21. Staff have developed very good procedures that show how pupils have achieved and developed personally. This information is used well to target support and ensure that individual needs are met. All staff contribute strongly to the care, guidance and support of pupils with special educational needs and they achieve well. There is good engagement with pupils during lessons and teachers use questioning well to involve all pupils.
22. Pupils have a good insight into the principles of democracy. They elect school councillors to instigate change for the better by taking forward their suggestions to the headteacher. They develop a good sense of equality and justice in their dealings with the school and with each other, helping them work and play collaboratively.
23. The school has established good, trusting and caring relationships between pupils and adults. Pupils have no hesitation in seeking help from an adult if they are at all worried about what to do next and have good opportunities to do so. They know that staff always have time to listen, and that no adult in school would dismiss or ignore an issue brought to them. The school accepts that arguments and disagreements, if not stopped at an early stage, could lead on to bullying. Where there is any suspicion of this, teachers employ a good range of strategies to establish the facts and deal with the situation.
24. Staff know and follow the correct procedures when dealing with incidents related to child protection. A good number of staff are fully trained in the provision of first-aid and all are aware of what to do in the event of an emergency. Pupils with medical needs are dealt with promptly and cared for with sensitivity, allowing them to focus on their learning or quickly rejoin a lesson. Good contact is made with parents on all matters related to the health and well being of their children at school. Entries in the accident and injury book are detailed and up to date, although these do not as yet form part of the school's risk assessment procedures. This is an area currently being considered by the governors.

Partnership with parents, other schools and the community

The headteacher's sharp focus on improving this aspect of the school's work is reflected in the **very good** links the school now has with parents and the **good** links made with other schools and the local community.

Main strengths and weaknesses

- Parents work in close partnership with the school. They contribute much to pupils' learning at home and at school, and have made huge improvements to the school grounds and other learning facilities.
- The school is already doing well on the aspects a few parents would like to see improved. Staff liaise very effectively with all parents, sharing good quality information about their children and taking steps to resolve their concerns.

Commentary

25. Links with parents start on a secure footing. Staff make home visits and parents find out about the expectations the school has for their children. Children start school relating easily to their teachers. Combined with the very good assessment procedures, this supports the well-informed feedback parents receive from teachers who know the children and pupils well.
26. Reports on pupils' progress over the year are good, and written in a way that makes it clear to parents what the pupils need to do to improve. Letters to parents explain not just the educational aspects of a planned activity but also what the pupils will gain from participating in it. This very good practice is common to all year groups. Together with other well-planned opportunities such as the popular drop-in sessions, parents are given very good information

about the work their children do and the progress they make at school. They are in a good position to help their children at home. *"My daughter 'bounces' into school in the morning."* *"She talks about the books she has read."* *"They are reading Rod Campbell at the moment"*, were comments made by parents of reception age children.

27. Many parents involve themselves with their children's learning by encouraging numeracy, reading, spelling and independent research at home. Parents can be relied upon to volunteer their help in lessons and a high number do so each week. The school is indebted to its very enthusiastic Parents' Association whose members excel at fundraising. The playground has been stunningly transformed by their efforts.
28. The school builds on the natural advantages of its coastal situation to participate in activities that add a sense of uniqueness to its work. A very good example of this is the whole school trip to the beach where pupils, parents and visitors share in games, exploration of rock pools, and linking hands to participate in a moment of stillness and prayer. Pupils are involved in charity collections as well as acknowledging special days and events in the local community. A well designed website provides detailed and accessible information about the school to the wider community.
29. Parents of pupils with special educational needs are encouraged to be involved in identifying their needs and providing support. They are well informed and are generally supportive. Most speak highly of the support their children receive but a few express individual concerns. There are positive links with outside support agencies and close and co-operative links with the junior school, which eases transfer for these and all pupils.

LEADERSHIP AND MANAGEMENT

The management of the school is **good**, with **good** leadership by the headteacher and other key staff. The governors offer **satisfactory** support and challenge to the school.

Main strengths and weaknesses

- The headteacher leads by example and enables all the staff to make a full contribution to the development of the school.
- The good management of the school ensures staff and pupils are well supported.
- The resources available to the school are used well to ensure that the pupils have the best possible learning opportunities.
- The staff are given every possible opportunity to develop their skills.
- The school constantly reviews its own performance and seeks ways to improve further.

Commentary

30. The leadership of the school ensures that all staff form a cohesive team, whose purpose is to provide the best possible learning environment for pupils. The headteacher's leadership is good being focused on ensuring the school provides a high standard of education for all pupils, and including and valuing all contributions. She has worked hard to ensure all who work in the school have a shared vision as to what they need to achieve, and has created a working environment which supports this vision. Staff with management responsibilities undertake their tasks well. They contribute their views to school improvement through detailed subject action plans. This means that the school development plan is a comprehensive document, which is then prioritised through staff discussion. Governors regularly check the targets stated in the plan. Professional development is closely linked to the current school targets. Performance management of all staff is good, and all managers play a part in this through lesson observations and discussion with staff, both teaching and non-teaching. The headteacher holds useful professional development interviews with all staff ensuring that they are able to receive appropriate and focused support.

31. The special educational needs co-ordinator manages provision well, and is experienced in working with pupils with difficulties. She has attended relevant courses and is keen to keep her knowledge up-to-date. She maintains accurate records of pupils' progress and keeps the required documentation in good order.
32. There have been several changes in the governing body recently, including a change of chair of governors, and governors' support for the school is improving. The new chair of governors is aware that more needs to be done to support the school, by ensuring members of the governing body do more monitoring of its progress. Some governors keep a check on the quality of education provided by asking pertinent questions and holding the head to account for decisions made. They are clearly supportive of the school's role in providing an appropriate education for its pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	542,213	Balance from previous year	55,256
Total expenditure	484,918	Balance carried forward to the next	57,295
Expenditure per pupil	1,940		

33. Financial resources available to the school are used well to support pupils, and financial control and management are good. Best value is consistently sought and checked. In the main, finances are used to provide good levels of staffing and to develop the accommodation so that it better supports learning. The school has done much to improve the accommodation, making it much more in tune with the needs of pupils. All classrooms are welcoming and provide a supportive learning environment. All subjects and areas of learning are well resourced. The outside environment is a pleasant and useful resource for all pupils. The budget surplus that has been built up over the previous years has been used to achieve this.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** across all the areas of learning. The reception classrooms and additional areas provide a warm, welcoming and well-equipped environment. The teamwork between teachers and their assistants is a strength. All adults working with these young children have a clear understanding of their needs and how they learn. All are equally adept at encouraging children to think and talk about their activities as they work and play, and as a result children make good progress in developing their skills, knowledge and understanding across the areas of learning. Thorough, joint planning ensures all aspects of the recommended curriculum for the age group are covered fully, and all children have equal opportunities to take part in a rich range of interesting activities. All involved with the children continually assess their attainment and progress, and this detailed knowledge of individuals means that all children are very well supported, including the more able children and those with potential special educational needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's personal, social and emotional development is good, because of good teaching and high expectations.

Commentary

34. Children in reception are confident and happy, and enjoy all the opportunities available to them throughout the day. They are well motivated, as a result of good teaching by all adults, and shared high expectations of co-operation, consideration and good behaviour. Children try hard to complete their work and please their teachers. They co-operate well together, for example, playing in the hospital area, and show great concern for each other. Several examples of polite 'please' and 'thank-you' occurred as they happily shared equipment and toys. During a good circle time session, children quietly and sensibly took turns to look in a mirror, and discover that the most important person is themselves. In another hall session, one child was fully aware he had been silly when bumping into another, and adapted his behaviour appropriately; both children were happy that they had been fairly treated. Children tidy up with competent speed, including putting away the things the teacher needs for her next session! Those who go home at lunchtime wish they could be in school all day.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Standards in communication, language and literacy are above expectations.

Commentary

35. At this stage of the year, many children are already meeting the Early Learning Goals in this area of learning, and are on course to exceed them by the end of the year. This is the result of good focused teaching, and an environment in which children have very many opportunities to enjoy books, experiment with writing and play together to develop their communication skills. Focused sessions, such as sharing big books and developing children's phonic awareness, are

lively and very well paced, so that the quality of learning is fast and furious. Teachers work hard to ensure all children participate in these through good use of questioning, and sympathetically encourage reluctant speakers to share their thoughts. Most children hold pencils correctly, and enjoy writing, such as making appointments in the hospital. They handle books carefully and about a third of children are already well launched into reading, as a result of effective support from teachers, teaching assistants and parent helpers.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Standards in mathematical development are above expectations.

Commentary

36. As with communication, language and literacy, many children are already meeting the Early Learning Goals in their mathematical development, and are on course to exceed them by the end of the year. Similar good teaching and wide range of interesting, related activities promote children's mathematical vocabulary and understanding well. In a very good mental mathematics session, all children counted confidently to ten and many were happy to work with double-digit numbers, for example, finding the number 27 on the 100 square after they had counted the class. Children enthusiastically jumped and clapped correctly to match numbers and sang counting songs with gusto. Mathematical activities engage children's attention well, such as combining dominos to make addition sums and using computer programs to add or subtract objects to match the required number. Children recognise and name shapes, and have a good understanding of positional vocabulary as they recognise the characters in the first, second and third carriages in the train.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

37. Provision in knowledge and understanding of the world is **good**. Although insufficient activities were seen to judge standards overall, in those observed teaching was good; children were thoroughly engrossed and they achieved well. In ICT activities, for example, children competently managed the functions of the programs they were using and greeted the news they were going to the computer suite with a happy 'hooray'! They talked confidently about the shapes they were making using graphics and their symmetrical patterns were impressive. Planning to cover all aspects of this area of learning is thorough, and linked well to other areas of learning. Investigating facial features, for example, children enthusiastically made sad, happy and cross faces, making a useful contribution to their personal, social and emotional development.

PHYSICAL DEVELOPMENT

38. Provision in physical development is **good**. All reception children have regular physical education sessions in the hall and good access to a range of wheeled toys to develop their co-ordination skills. Moving around the classroom and school, children are well co-ordinated, and used space well in the one hall lesson seen. They manage small equipment such as brushes and pencils with appropriate skill.

CREATIVE DEVELOPMENT

39. Provision in creative development is **good**. Although there was too little evidence to judge standards overall, children enjoy the many opportunities for creativity provided during the school day. They play happily in the 'hospital' for example, caring tenderly for the injured and making appointments for the busy surgery. During mathematics sessions, they sing a good range of

counting songs reasonably tunefully, combining actions with the words enthusiastically. They paint and draw with serious concentration, and their skills at mixing colours, for example, making brown from red, yellow and blue to paint the lion's mane, are impressive.

SUBJECTS IN KEY STAGE ONE

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Teaching and learning are good, pupils achieve well and attain above average standards.
- Management of the subject is effective.
- Pupils behave well and are attentive.
- Literacy skills are used well across the curriculum.
- There is good provision for pupils with special educational needs.

Commentary

40. Teaching and learning are good, ranging from satisfactory to very good. Teachers manage lessons well and insist on good behaviour. Pupils are attentive and concentrate well on their tasks. They enjoy their work and behave well. Planning is very thorough and work is well matched to pupils' needs. This leads to all pupils achieving well and reaching above average standards in all aspects of the subject. The school has concentrated on writing, and standards have risen year on year, particularly for those exceeding the national average to reach Level 3. In a very good Year 2 lesson, the teacher set the mood very well in her reading from *Starlight* by Gillian Lobel, and pupils were engrossed as a result. Imaginative teaching, using drama, led to a high level of interest and use of exciting vocabulary. A 'panic' start to an exciting and imaginative introduction to a year one lesson immediately grabbed pupils' attention. Very convincing acting by the teacher and teaching assistant set the tone for this very good lesson. Pupils were keen, confident and highly motivated to join in and quickly told the teacher she needed to give better instructions. They remembered this need when writing their own.
41. Good use of drama and role-play extends pupils skills in speaking and listening and provides support for exciting writing. In a successful drama lesson pupils had fun and developed their confidence and extended their use of language. Guided reading sessions are effective in developing pupils' reading. In the lessons seen teachers matched the range of reading activities well to pupils' needs and the teacher and teaching assistant supported the focus groups well.
42. Pupils with special educational needs receive good support from teaching assistants and make good progress against the targets in their individual education plans. There is good support through the Extra Literacy Strategy, where the person responsible is well trained and experienced.
43. The subject is well managed by a knowledgeable co-ordinator. She monitors planning and work closely, both in and out of the classroom. She has identified areas for development, and implemented strategies, which have raised standards successfully. Work is well moderated against national levels and very good assessment informs target setting well. Tracking records show pupils make good progress and achievement over their time in the school. A good range of well organised books and materials support learning effectively. The use of computers is developing appropriately and pupils are learning to write direct to the screen.

Language and literacy across the curriculum

44. There are good opportunities to develop literacy across the curriculum. There are good examples of extended and emergent writing in religious education and history. In science pupils

write up their findings from investigations without the need for worksheets. Pupils extend their technical vocabulary in science and ICT. In physical education, they listen carefully and follow instructions safely and sensibly.

MATHEMATICS

Overall provision for mathematics is **good**.

Main strengths and weaknesses

- The analysis of pupil performance data and assessment of their work is very effective and ensures pupils are helped to make good progress.
- The leadership and management of the subject are very good and have a positive effect on raising standards.
- Teaching methods are very effective leading to good achievement by pupils.
- Pupils are given a high level of support and challenge.
- Resources are well used to support pupils' learning.
- ICT is not used sufficiently to support the subject.

Commentary

45. Standards in mathematics in the 2003 national tests were average. Inspection evidence shows current standards are above average, and the majority of pupils achieve well due to good teaching. Pupils with special educational needs achieve as well as the rest of their class. Very good analysis of pupil performance data and assessment of their work ensure that teachers provide the right level of work for all pupils. However, not enough use is made of ICT to extend pupils' learning.
46. Teaching is good overall with some examples of very good practice, and this has a direct effect on pupils' learning. Introductions to lessons are clear and succinct and pupils know what is expected of them and understand what they are doing. Expectations are high and so pupils apply themselves and produce work of a good standard. The National Numeracy Strategy is effectively implemented and teachers use practical resources well to help pupils achieve. Time is used well in lessons and teachers check with pupils what they have learnt at the end of the session.
47. Support staff working with pupils in mathematics lessons provide high levels of encouragement and this raises the standards achieved in sessions. Discussion with pupils indicates that they enjoy the subject and value the support given them, especially the resources they are given to help them achieve.
48. Leadership and the management of the subject are very good. There has been extensive analysis of the strengths and weaknesses of all aspects of the provision. Outside agencies have been consulted and their support and guidance acted upon. The co-ordinator is very knowledgeable and experienced and her enthusiasm for the subject has greatly increased its effectiveness.

Mathematics across the curriculum

49. Numeracy skills are appropriately used in other areas of practical work such as counting and measuring in role-play but cross-curricular mathematics is not systematically planned for.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good planning for interesting science is developing pupils' experimental and investigative skills well.
- Marking is not used effectively enough to evaluate pupils' standards and monitor their progress.

Commentary

50. Teachers' assessment of attainment in science by the end of Year 2 in 2003 was average, which showed a marked improvement over similar assessments in 2002 when standards were well below average. This improvement is evident in pupils' books, which shows they are attaining average standards in their current work. Planning and evidence shows that all aspects of the subject are covered appropriately.

51. Teaching is satisfactory overall. Close co-operation between teachers results in interesting and stimulating lessons being planned and delivered, so that all pupils have the same opportunities to achieve well in investigating scientific ideas. In a very good Year 1 lesson, for example, a wide range of different toys challenged pupils very well to experiment which required pushes and which pulls to make them move. Careful questioning by the teacher enabled pupils to develop their ideas very well, as they sorted these into sets and, with a little help, discovered the idea that interlocking sets would enable them to sort those which used both pushes and pulls. The whole lesson was lively and well balanced, with increased challenge for more able pupils and very effective support for less able and those with special educational needs, so that all were included fully and achieved well. In Year 2, pupils conducted an interesting range of investigations relating to pollution and recycling, which made a valuable contribution to their personal and social development as well as their skills of scientific enquiry. In one class, ICT was used effectively to analyse the information on recycling, but this was not evident in the other classes.

52. Teachers and teaching assistants work very closely with pupils and encourage their scientific thinking well. However, marking in pupils' books is confined to ticks and smiley faces; any comments relate to presentation of literacy skills. Assessment is based on end of topic evaluations, and improving the quality of marking to include scientific comments would provide teachers with a clearer picture of individual achievement and progress. The co-ordinator is very new to the role and is keen to develop this, particularly in relation to assessment. Science is a significant focus in the school's development planning, with training booked to improve investigative work further and a science week planned for next term. Resources overall are good, and the school makes effective use of the grounds and the local environment to make learning fun.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has good resources, but these are not used to maximum effect.
- Pupils' skills in ICT are developed well, but ICT is not used fully across the curriculum.

Commentary

53. Standards in ICT meet expectations. The school has made sound progress in addressing the key issue from the last report, to improve teachers' knowledge and expertise in the subject. Planning shows all aspects of the subject are covered appropriately, and good joint planning ensures all pupils of the same age have equal opportunities, but some aspects receive considerably less emphasis than others. Whilst the school has good resources to deliver the

curriculum, these are not used fully; for example, the microscopes provided by government funding have never been used.

54. Teaching is satisfactory overall, and teachers receive invaluable support from teaching assistants when pupils are working in the suite. This ensures all pupils are supported well and they are fully included in activities. Pupils in their turn enjoy using computers, work hard and are pleased with their finished efforts. In Year 1, the majority of pupils competently used a word processing program to write sentences related to the story they were reading in literacy. The use of pre-entered vocabulary enabled pupils to construct these satisfactorily, and more able pupils quickly learnt to add their own words to the database. Less able pupils, however, were hampered by their inability to read the words, and needed considerable help. Year 2 pupils worked with serious concentration to create work in the style of Jackson Pollock, using a graphics program. They talked with great pride about the transfer designs they had made in the style of Mondrian, and made sensible comparisons between the styles of the two artists. Talking to pupils shows that they have a sound understanding of the value of ICT in supporting their work, such as whether Pollock or Mondrian is easier using the computer, and some use their access to computers at home to research information on the Internet. They are able to describe their activities with commendable clarity. Those pupils with physical disabilities use computers to improve their access to the curriculum, but there is little additional evidence to show pupils with special educational needs in general use reinforcement programs to improve their skills and understanding in literacy and mathematics.

Information and communication technology across the curriculum

55. There are some good examples of the use of ICT across the curriculum, most notably in art and design. The tee-shirts Year 2 pupils have produced with computer generated transfer designs, for example, are most impressive. Most word processing is directly related to work in other subjects, such as producing labels for design and technology projects and story writing related to literacy. However, planning overall is sparse in this respect, and opportunities are missed. Only one Year 2 class, for example, used data handling in their science lesson. The co-ordinator is well aware that the use of ICT across the curriculum is an area for development, and this has a high priority in action planning.

HUMANITIES

56. In humanities, work was sampled in **history** and **geography**, as no lessons were seen. It is therefore not possible to form an overall judgement about provision in these subjects or the quality of teaching and learning. There was insufficient previous work to judge standards.
57. In both subjects it is clear that a range of visits and visitors plays an important part in making the work interesting and relevant. In geography for example, a visit to the local beach enabled pupils to understand some of the physical and human features of this type of environment. The visit by Year 1 pupils to a local open air museum gave them valuable and memorable insights into Victorian life.
58. These subjects are planned in line with national guidelines according to pupils' ages. This ensures full coverage is planned and that pupils' skills are systematically built on. There are time lines in history to support mathematics. A range of writing, such as a letter home from Florence Nightingale, gives pupils opportunities to develop their literacy skills. In both subjects, pupils are extending their use of specific vocabulary. In geography pupils work on maps of differing scales and use keys to identify features on their maps and plans. Through their own travels and those of Barnaby Bear they show a sound understanding of areas beyond their immediate environment and can describe similarities and differences.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

59. No lessons were observed in art or design and technology and only one in music. Therefore it is not possible to make a firm judgement about provision in these subjects. In physical education standards of attainment were good and pupils achieved well.
60. **Art** on display around the school is exciting, vibrant and very varied. Standards are better than would be expected for pupils' ages. Discussion with pupils indicates they enjoy the subject and the tasks set for them and have very positive attitudes to their work. Teachers' planning includes innovative ideas such as collage inspired by the work of Archimboldo and this makes learning exciting.
61. Pupils' work is displayed around the school and so pupils feel their work is important and valued. Resources are good and well used. Pupils are taught how to use a primary colour palette in order to mix colours when painting. Good connections are evident to topics in other areas of the curriculum which enriches learning and increases imagination.
62. In **design and technology** there was a limited amount of work on display, therefore it is not possible to make a judgement on standards achieved. However, pupils enjoy the subjects and learn an appropriate range of skills. In the Foundation Stage area, a cookery area has been established where pupils design and make biscuits.
63. In **music** only one lesson in Year 2 was observed, although the whole school was heard singing both in assemblies and in a whole school singing session. In the lesson observed pupils showed good understanding of composition and were able to create a piece of music, using a range of simple instruments, to accompany a story they had read. Both in assembly and in whole school singing the pupils sang tunefully and with great enthusiasm. The music co-ordinator is very knowledgeable and accomplished and promoted great enthusiasm amongst the pupils. The school is well resourced and has a wide range of musical instruments that are well used. Following a visit by a group of African Drummers the Parents Association donated money to purchase four drums for the school. The school has a weekly 'Kindermusic' after school club for pupils from the reception classes where they are encouraged to develop their musical skills.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- There is a good range of additional opportunities which enrich the curriculum well.
 - Pupils enjoy the subject and all are provided with opportunities to participate.
 - Resources, including the outside environment, are good.
64. Standards are better than would be expected nationally for pupils of this age. The provision is fully inclusive and all pupils participate. All pupils, including those with special educational needs, make appropriate progress.
65. The quality of teaching and learning is good. Sessions are well planned and organised so pupils are fully involved throughout and know what is expected of them. Good attention is paid to the health and safety aspects so pupils begin to realise how to keep themselves safe and how their bodies function. Teachers provide a good range of different activities and so pupils remain fully on task and learning is maximized and their achievement is good.
66. Planning takes account of national guidance. The provision is inclusive and so all pupils can participate with enthusiasm. The hall provides good accommodation to support the provision and it is well equipped. Outside there are appropriate hard surface facilities and extensive field space. The development of the outside space as a learning environment includes provision to

enhance and encourage physical development. The school also provides after school activities in football, tennis and karate.

67. Standards have improved since the last inspection due to the teaching, which is now good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. The programme for personal, social and health education is **good**, and includes appropriate work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and interact with others. Only one lesson of personal, social and health education was seen during the inspection. Here teaching and learning were good. There were clear routines and pupils participated sensibly as they considered sharing and fairness. They had clear suggestions on how to avoid and resolve conflicts.

69. All classes have circle time where pupils can discuss issues and talk about concerns. The school council meeting showed that pupils took their role seriously. They discussed issues of litter and behaviour in the playground and had a mature understanding of the issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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