

INSPECTION REPORT

WESTMEADS COMMUNITY INFANT SCHOOL

Whitstable, Kent

LEA area: Kent

Unique reference number: 118363

Headteacher: Mrs S R Beale

Lead inspector: Kathryn Burdis

Dates of inspection: 1st – 4th March 2004

Inspection number: 260876

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:	Community
Age range of children:	4-7
Gender of children:	Mixed
Number on roll:	152
School address:	Cromwell Road Whitstable Kent
Postcode:	CT5 1NA
Telephone number:	(01227) 272 995
Fax number:	(01227) 280 459
Appropriate authority:	Local education authority
Name of chair of governors:	Mr J M Oliver
Date of previous inspection:	19 th November 2001

CHARACTERISTICS OF THE SCHOOL

Westmeads Community Infants School is in Whitstable in Kent. There are 152 children on roll aged from four to seven years. This is an inclusive school where all members of the school community work very hard to ensure individual children feel and believe that they are special, and individual talents are valued. Children's welfare and educational needs are at the heart of the work of the school. Individual children's social, emotional and educational needs are identified and appropriate support provided regardless of ability, gender or social background. The school has achieved the Investors in People Award, the Healthy Schools Award and the Basic Skills Quality Mark.

On entry to school, the attainment of most children is generally below average, particularly in relation to personal and social development and communication skills. The children come from a wide range of social backgrounds, but the wards in which most children live have a high incidence of social deprivation. A high proportion of children have special educational needs. No children currently at the school come from homes where English is a second language.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14809	Kathryn Burdis	Lead inspector	Special educational needs Information and communication technology Geography History Religious education
14347	J Lindsay	Lay inspector	
8602	Pat Baldry	Team inspector	Foundation Stage English as an additional language English Art and design Design and technology Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. The school provides many interesting and exciting opportunities designed to develop children's confidence and stimulate a love of learning. Children of all abilities and backgrounds make good progress in their academic and personal development.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher.
- The very good provision for the Foundation Stage.
- The very good provision for children with special educational needs.
- The amount of very good teaching across the school.
- A very exciting curriculum.
- The high standards achieved in speaking and listening.

- The range of books and organisation of the Library limits the children's opportunities to work independently.
- What children are to learn in each lesson is not always explained clearly enough.

How the effectiveness of the school has changed since the previous inspection

The school has made very good progress since the last inspection. Provision for the youngest children is now very good. The standards they attain have improved. The accommodation for children in Years 1 and 2 provides a light, bright and stimulating learning environment. Subject leadership is now very good. Attendance has improved and is now good. The school has addressed fully the serious weaknesses identified at the last inspection. It has also introduced new and exciting curriculum developments which have had a very positive impact on children's achievements. There continue to be some minor omissions of detail in the governors' annual report to parents.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	B	C	A
writing	C	C	D	B
mathematics	B	B	C	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 children eligible for free school meals.*

Children's achievement is good. By the end of the reception class children attain the goals that they are expected to reach in all areas of learning. Some children exceed them. Children of all abilities achieve well especially in the areas of personal, social and emotional development and communication, language and literacy skills. **Standards** by the end of Year 2 in reading, writing and mathematics are in line with national averages overall. In 2003 the number of children, especially boys, reaching the higher Level 3 fell below that which might be expected when compared with all schools nationally. This accounts for the below average grades in tests shown in the table above. However, when compared to similar schools, children's attainment is above average. Many pupils in the current Year 2 are already working at the national average in reading, writing and mathematics and more able pupils are predicted to achieve the higher levels in the 2004 tests. Standards are above average in speaking and listening. The standard of the content of children's writing is often

good, but there are weaknesses in punctuation and handwriting. The school is very good at analysing test results to identify where improvements need to be made both for individual children and groups of children. This very good practice helps girls and boys of all ages and abilities to make good progress. Their achievement is good in all areas of the curriculum and they attain above the nationally expected level in art and design, physical education and religious education.

Children develop very positive personal qualities. Their **spiritual, moral, social and cultural development** is very good. The strong emphasis placed on ensuring every child feels special and on developing their independence promotes an atmosphere where children learn to respect each other and appreciate each other's strengths and differences. Children's **attitudes and behaviour** are very good. **Attendance** is good.

QUALITY OF EDUCATION

The **quality of education** is very good. **Teaching** is good with many examples of very good teaching in the Foundation Stage, Year 1 and Year 2. The way teachers present the work to children stimulates their desire to learn. Teaching assistants are used very well to support children's learning. Many teachers are very skilled at asking questions that encourage children to think more deeply about their work. They use a range of approaches which reflect the ways in which different children learn.

The **curriculum** is constructed very well. It allows for new knowledge and skills to be learnt and practised in different subjects. This helps children to consolidate their skills and apply them in new situations. The curriculum provision for children with additional educational needs, including more able children and those with special educational needs, is very good. The **care, guidance and support** children receive are very good with the induction arrangements for the youngest children being excellent. This is a very inclusive school, where the needs of individual children are identified and met. The very good **partnership with parents** is established well before children begin school.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is excellent. Subject leadership and management of the provision for children with special educational needs and the Foundation Stage are all very good. The work of the **governing body** is good. All statutory requirements are met apart from minor omissions in the annual report to parents.

PARENTS' AND CHILDREN'S VIEWS OF THE SCHOOL

Parents are very satisfied with the quality of education and are very appreciative of the high levels of care their children receive at the school. **Children** are very positive about school. They talk enthusiastically about their work, their teachers and their friends.

IMPROVEMENTS NEEDED

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

- Improve standards in children's punctuation and handwriting.
- Improve the medium term curriculum plans so that it is clear what new knowledge or skills children are to acquire in a lesson and over a sequence of lessons.
- Further develop the range and organisation of books in the newly-completed library.

and, to meet statutory requirements:

- Ensure all statutory items are included in the annual report to parents.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY CHILDREN

Standards achieved in areas of learning and subjects

Standards have improved since the last inspection. The standards in all core subjects are in line with the national average by the end of Year 2. **Trends** in standards over a three-year period are above the national average. Children's **achievements** are good. The youngest children now make good progress in all areas of their learning and reach the goals they are expected to reach by the end of the Foundation Stage. Boys and girls attain good levels in speaking and listening, art and design, physical education and religious education. Children's achievements in all subjects are good. Children with additional educational needs, including those with special educational needs, make good progress.

Main strengths and weaknesses

- Very good development of the skills needed to be confident learners.
- Very good achievement in personal, health and social development across the school.
- Good achievement of children of all abilities in the Foundation Stage.
- Good achievement of children with special educational needs in Years 1 and 2.
- Good levels of attainment in speaking and listening across all classes.
- Standards attained in religious education, art and design and physical education are good.
- Punctuation and handwriting continue to be below the expected standard in Year 1 and Year 2.

Commentary

1. On entry to school, the attainment of most children is generally below average, particularly in relation to personal and social development and communication skills. The standards and achievement of each and every pupil is promoted within the school's philosophy that every child is special and has different talents. Teachers are good at identifying the strengths and weaknesses of individuals. They build on what they know children have already learnt and challenge them to achieve their very best. They take prompt action to address any gaps in learning. This good practice begins in the Foundation Stage and is continued in Years 1 and 2. As a result, children attain better standards than children at similar schools. In the Foundation Stage, children attain very well in all areas of learning. By Year 2, more able children achieve the higher Level 3 in national tests and children with special educational needs make very good progress.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	B	C	A
writing	C	C	D	B
mathematics	B	B	C	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 children eligible for free school meals.*

2. Standards in all core subjects are in line with the national average, with the exception of speaking and listening in English, which is above average. The school is very good at analysing test results to identify where improvements need to be made both for individual

children and groups of children. In the 2003 national tests, fewer children reached the higher Level 3 in writing than the national average. This was due to there being fewer more able pupils in this year group than in previous years. Also, boys did not do as well as girls overall. These factors reduced the overall average score and explains the apparent dip in standards in writing in that year. The school identified the need to address attainment of boys and standards in writing for more able children. Appropriate actions have been taken. Standards in the written work seen during this inspection indicate that children are in line to reach the expected level in this year's tests. Whilst the content of children's writing is often good, there continue to be some weaknesses in the standard of punctuation and handwriting. Children do not consistently use capital letters appropriately. Letters are not always shaped correctly or of a consistent size. The many planned opportunities for children to talk about their work results in very good standards in speaking and listening.

3. Weaknesses in standards in science identified by teachers in 2003 have been addressed by changing when aspects of science are taught so pupils are better prepared for the tests. Children now have a good understanding of life processes and materials and their properties and have the knowledge to perform well in the 2004 tests. Standards in information and communication technology (ICT) are in line with national expectations overall. Children are growing in confidence in using computers and a range of software supports their achievement across the curriculum.
4. The very clear leadership and the consistent focus on identifying and meeting each child's needs has an excellent impact on children's achievements in the Foundation Stage and Years 1 and 2. As a result, children develop great confidence as learners. The school promotes achievement in personal, social and emotional understanding very well and children achieve very good standards in their personal development. They achieve a good understanding of how to keep their bodies and minds healthy through the daily routines of eating fruit, drinking water and opportunities for 'brain gym' exercise.
5. Standards in the foundation subjects are in line with the national expectation, except in art and design and physical education where standards are above average. In art and design pupils enjoy a very good range of art activities and they grow in confidence in experimenting and using a wide range of materials and techniques. Standards are also above average in religious education. The detailed approach to planning for all subjects helps children achieve good standards in subject knowledge, such as historical facts or knowledge of the traditions of different religions.
6. The focus on developing learning skills provides opportunities for children with special educational needs to practise their skills regularly through different interesting activities that sustain their interest. More able children are equally well challenged to achieve their best. They deepen their knowledge and understanding through well planned problem-solving and investigative activities. Achievements in literacy and numeracy are promoted well across all subjects.

Children's attitudes, values and other personal qualities

Children's **attitudes, behaviour, values and personal development** are very good. Children's **spiritual, moral, social and cultural development** are very good. **Attendance** levels and punctuality to school are both good.

Main strengths and weaknesses

- Children are very interested and highly motivated by the range of learning experiences planned for them.
- Very positive relationships are evident throughout the school.
- Children work with sustained commitment and concentration.
- Children enjoy working together.

- The provision for personal development is very good.
- Issues from the last inspection related to attendance and punctuality have been successfully resolved and these are now good.
- Children could be more involved in setting their own learning targets.

Commentary

7. The previous report stated that children had very good attitudes to school and that their behaviour was good. Children's attitudes to school remain very good and behaviour is now also very good.
8. Children have very positive attitudes to learning. They are very enthusiastic about school and find it a friendly and stimulating place to be. This is as a result of the very effective teaching. Teachers plan to teach new skills through very interesting activities. The practical and investigative nature of learning leads to high levels of motivation and involvement. Teachers have a very clear idea of what children need to do to extend their learning but there is not always sufficient opportunity for children to discuss with teachers what they need to do to improve their work.
9. The quality of relationships between children and between children and adults is one of the strengths of the school. All who live in the school community are treated with respect and tolerance. The school fosters a real understanding of the differences which make everyone special and celebrates the achievements of all. One aspect of this is the very inclusive nature of class discussions. The school places a high value on the development of speaking and listening skills and a key feature is the care and respect afforded the opinions and views of others. Everyone is listened to and given time and space to clarify and develop their ideas. When mistakes are made these are accepted by both children and adults as an essential part of learning and growing together. The school is a friendly and supportive place in which to live and learn.
10. Provision for children's personal development is very good. 'Brain gym' is used effectively to settle children and focus them on learning. This encourages a good pace of learning and a calm start to lessons. Movement around the school is calm, orderly and purposeful.
11. Children have a very well-developed sense of right and wrong and take the responsibilities of living in a community very seriously. The school's high expectations are well reflected in the conduct and attitudes of all children. Within such an inclusive context, pupils attain very good standards in their moral and social development. The school actively promotes knowledge and appreciation of other cultural traditions through many and varied activities linked to religious education, art and design and geography. Spiritual development is promoted through assemblies and the way in which teachers delight in sharing beautiful or interesting objects with the children. They plan for children to reflect on the intangible, such as mystery and beauty in the world around them.

Attendance

12. Parents know they are expected to contact the school by telephone or by letter when their child is absent and they are aware of the importance of good regular attendance. As a result, attendance levels, considered to be satisfactory at the previous inspection, are now judged to be good.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.07%
National data	5.6%

Unauthorised absence	
School data	0.0%
National data	0.5%

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

13. Few parents remove their children for holidays during term time unless there are specific special circumstances and the great majority of other absences are due to illness. The family liaison officer supports the school in dealing with any attendance issues that arise. There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education** provided by the school is very good. The **teaching** is very good and the recently-introduced creative skills **curriculum** is very well constructed. The **care, guidance and support** children receive are very good. The **partnership with parents** is very good.

Teaching and learning

The quality of teaching and learning is very good overall. Assessment of children’s work is very good.

Main strengths and weaknesses

- Pupils are excited by the tasks they are given.
- The excellent links across the curriculum support very good learning.
- Teachers demonstrate very good classroom management skills.
- Teachers ask questions that encourage children to think carefully.
- Teaching assistants make a very good contribution to children’s learning.
- All children exhibit very good listening skills.
- There is very good support for children with special educational needs.
- Occasionally, what children are to learn in a lesson is not always made clear and this limits their progress in subject knowledge or skill.
- Children are sometimes unaware of what they have to do next to improve their work.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2.6%)	18 (46.2%)	17 (43.6%)	2 (5.1%)	1 (2.6%)	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.

Commentary

14. All teachers in Years 1 and 2 have changed since the last inspection. At the last inspection teaching in Years 1 and 2 was reported to be very good. This remains the case. Teaching in the reception classes was reported as being unsatisfactory overall. It has improved substantially and is now very good. Overall, the quality of teaching is usually at least good and is often very good. Effective teaching is to be seen in all subjects and in all classes. There is great consistency in the quality of teaching throughout the school.

15. A strong feature of the teaching is the very good way teachers ask questions. Questions are asked which challenge and extend children's thinking, encouraging them to reflect and consider their responses before answering. For example, in a music lesson children were encouraged to think of the correct instrument to make the sounds that may have been heard during the 'Great Fire of London'. Time and space is given to allow children to think fully about their answers and the answers of others. The children then experiment with their chosen instrument and are encouraged to evaluate each other's choice, with the teacher asking questions such as 'What kind of instrument would make the right sound?' and 'Does our music fit together?' This good practice also provides opportunities for children to extend their very good speaking and listening skills.
16. Human and physical resources are used very effectively to support children's learning. Teachers and teaching assistants work in partnership to ensure that all necessary resources are prepared and readily available for children to select from. Teaching assistants are proactive and confidently act on their own initiative within the overall guidance provided by the teacher. Teaching assistants are used very effectively and contribute significantly to children's learning, for example in a history lesson they promoted children's speaking and listening skills as they encouraged them to take on the role of someone who had been involved in the 'Great Fire of London'. Children were encouraged to recall what they knew about the fire and how they might have felt. With this knowledge and understanding they confidently recorded interviews to be played to the whole class.
17. Teachers manage their classrooms very well. The use of 'brain gym' to begin lessons is very effective. Teachers also use a range of other teaching strategies to engage all children and ensure their learning needs are met. They make excellent use of the time available to them and very little time is lost in preparing for the next lesson, moving around classrooms or going from one part of the school to another. Teachers have effective behaviour management strategies and high expectations and all children respond well. Children's behaviour is very good.
18. The practice of identifying with the children what they are to learn at the beginning of each lesson is inconsistent across subjects. It is usually done very well in literacy and numeracy lessons. Where learning intentions are made clear and explicitly linked to skills and knowledge of the subject they are an effective tool in focussing the teaching and assessing how well the children have done. In the very few cases where weaknesses in teaching were observed teachers described more what the children were to do, rather than what they were to learn. On these occasions teaching is less effective in raising standards.
19. The teachers are very successful in identifying interesting activities for making learning fun and exciting. This contributes to high levels of motivation and sustained concentration by children and their clear commitment to learning. Very good use is made of homework and opportunities are identified for learning to extend beyond school.
20. All children learn well. More able children are well supported and develop very good speaking and listening skills. There is very good support for children with special educational needs. These children achieve well because their individual needs are well known and teachers plan work or provide additional adult support at just the right level. The support teacher and teaching assistants play a very important role in this process, helping children build on what they already know.
21. Planning and assessment is very good overall. Each lesson is planned in detail and its impact on children's learning is thoroughly assessed. There are good links between daily lesson plans and medium and longer term curriculum plans. Assessment is used well to identify the needs of individual children. Teachers and other adults in the school plan to meet these needs and targets are set for groups and individual children of all abilities. However, whilst teaching

staff are very clear about the next steps in learning the children are not always sure of their academic target.

The curriculum

The school provides a very good **curriculum** for all children in the Foundation Stage and for children in Years 1 and 2. The curriculum is broad and balanced and enriched through the very good use made of special theme weeks, visitors and visits to the locality and beyond. Good accommodation and resources for teaching and learning support the curriculum.

Main strengths and weaknesses

- The curriculum provides children with a wide range of interesting activities.
- The emphasis on talk across all subjects helps to develop children's thinking.
- The curriculum provision for children with special educational needs is very good.
- The curriculum in Years 1 and 2 builds on experiences in the Foundation Stage and ensures very good progress in learning.

- Planning for some subjects indicates activities rather than knowledge, understanding and skills to be acquired.
- The use of the library needs further development to enhance children's independent learning skills.

Commentary

22. The curriculum is very good and a major strength of the school. Since the last inspection teachers have reviewed the curriculum thoroughly and have designed a rich and exciting programme of learning. All the National Curriculum subjects continue to be covered and there is a new focus on creativity and learning skills. The planned curriculum provides opportunities for children to learn through a wide range of stimulating activities. These provide the opportunity for children to develop learning skills, such as problem-solving, exploration, investigation and communication. The new school curriculum is known as the 'creative skills curriculum'.

23. The curriculum for children in the reception classes is very good and has improved since the last inspection when inspectors judged it as good. Children have access to a full range of rich and exciting experiences that are planned around the areas of learning. There is a good balance between child and adult led activities. In Years 1 and 2, the curriculum is very good and builds on the positive experiences that children have in the reception classes. The introduction of the creative skills curriculum in Years 1 and 2 is having a very positive impact on children's attitude to learning. Both the children and staff find it exciting, relevant and fun. As a result children are very positive about their learning and are very involved with the work they are asked to do. The curriculum is constructed very well and fulfils the statutory requirements of the National Curriculum, collective worship, and the Kent Agreed Syllabus for religious education.

24. The curriculum is based on building and extending children's learning skills across areas of learning and subjects. To achieve this progression in skills the school identifies themes that run for a term, such as 'celebrations' or 'buildings'. Each theme is planned to ensure aspects of all National Curriculum subjects are covered and are taught in a way that helps children see the links between different aspects of their work. For example, during the topic on buildings children have increased their knowledge of castles in history, have applied this knowledge to their observational drawing of 'eyelet' windows in art and design and experimented and explored different materials used in buildings in design and technology. The approach provides children with very good opportunities to discuss, apply and practise new knowledge and skills across subjects. This extends their vocabulary and deepens their level of understanding, increasing their confidence to contribute to class discussion and willingness to express an

idea or an opinion. The strong emphasis on children's speaking and listening skills across all areas and subjects is a strength of the curriculum. This is very effective in raising children's achievements as they use talk to develop their thinking.

25. Occasionally, planning in geography, history and science lists an activity to be done rather than the new learning in the subject. This results in a lack of clarity of the skills, knowledge and understanding for the subject that it is intended children should learn.
26. The curriculum provides very positive experiences for children of different aptitudes, interests and abilities. It is having a positive impact on the achievements of both boys and girls, who enjoy many practical experiences as they experiment, collaborate and contribute their ideas. The most able children are well supported through arrangements, such as grouping by ability in mathematics sets, and planning work at a more advanced level within lessons. The emphasis in the curriculum on the development of the key skills of independence, exploration, investigation and communication allows all children, including the most and least able, to achieve well. There are presently no children whose first language is not English.
27. The provision for children with special educational needs is very good. Individual needs are identified early and very positive action is taken to address gaps in children's basic literacy, numeracy or social skills. Adult support is also provided to support these children's learning across the curriculum and they have full access to the planned curriculum activities.
28. The school has integrated children's personal, social and emotional development into their skills-based creative curriculum and provision is very good. Children are helped to learn and use the correct vocabulary to describe their feelings and emotions. This contributes to their self-esteem and respect for others. Health and sex education are included as part of the curriculum in the appropriate subjects.
29. The school provides a very good range of activities to broaden children's experiences and enrich their learning. Special weeks, planned around curriculum themes, are a regular feature and contribute to children's enjoyment in learning. Local visits to Whitstable market and the beach provide quality first-hand experiences which children find stimulating. Theatre companies, local artists, sculptors and potters are invited into school. These visitors add further enrichment and enjoyment of the whole curriculum for staff and children, such as the recent visit of a troupe of Indian dancers. Before and after school clubs contribute to children's enjoyment of learning and include violin and guitar lessons, a keep fit club, games skills and gymnastics.
30. Resources and the quality of the accommodation are good. This represents good improvement from the previous inspection when inspectors judged the accommodation as unsatisfactory. The completion of an extension at the beginning of the year has improved the permanent accommodation and the administrative and medical facilities. The four new classrooms with outside covered areas, a library, small computer suite and the 'rainbow' room have had a very positive impact on morale. Children's opportunities to work independently in the Library are limited by the range of books and the current system for cataloguing them.

Care, guidance and support

The procedures for children's **care, welfare, health and safety** are very good. The **support, advice and guidance** provided for children are very good. The way the school involves children and acts on their views is good.

Main strengths and weaknesses

- The child protection procedures are very good.
- Health and safety measures are given a very high priority.
- Each pupil is known very well by staff.

- There are excellent induction arrangements for children starting school.

Commentary

31. The school has improved some aspects of its care and welfare, which are now considered to be very good. The good level of support and guidance for children has been maintained since the previous inspection, despite a high turnover of teaching staff.
32. There is a very comprehensive child protection policy in place and staff members are well trained and very vigilant in relation to any concerns they may have about a child's welfare. Great effort is made to support children with specific medical conditions with staff volunteering to be trained in how to care for the children.
33. The governors play a very important role in ensuring the premises are safe by carrying out regular risk assessments. The recently-opened new building has addressed the health and safety issues that were raised in the last inspection report, such as the lack of a suitable medical room.
34. Children's social, emotional and academic needs are monitored very well. This enables teaching and non-teaching staff to provide very high levels of support and guidance. For example, class teachers write a short, individual report on how each pupil has developed socially and personally during the term. The headteacher monitors all of these reports and any concerns or ideas to provide additional support are discussed. Children are very aware of their personal targets such as to dress themselves properly. They are less able to talk about their academic targets. All parents believe that the school is very successful in helping their children to mature.
35. The staff are very conscientious in treating each pupil as a special individual and as such they have been very successful in ensuring that every pupil has at least one adult they can trust. Consequently, children are very happy and confident in school, which is conducive to them learning well.
36. Children's views are listened to in various settings, including a school council. This group of twelve children meets each term to discuss subjects such as improvements to the outside area. Children are obviously pleased and proud to have been selected and staff listen to their comments respectfully.
37. The school has developed excellent induction arrangements for children coming in to the reception class. Contact is made with parents well before their child is due to start school and they are invited to join pre-school activities held in the school. There is excellent consultation with parents about their individual child's needs and where there are any unusual circumstances, such as a particular special educational need, the school staff ensure they have appropriate training to positively support the child's introduction to school life.

Partnership with parents, other schools and the community

Very good links with **parents** have been established. There are good links with **the community and with other schools**.

Main strengths and weaknesses

- Parents have extremely positive views of the school and are very supportive.
- Staff make it a very welcoming environment for parents.
- Strong links have been developed with other schools and the local community.

- The annual written reports that parents receive about their children could be more informative.
- The governors' annual report to parents does not have all the information it should have.

Commentary

38. A high proportion of parents returned the pre-inspection questionnaire, and several wrote additional comments. All of the opinions voiced about the school, verbally and written, were glowing and very appreciative of the work carried out both academically and pastorally. Parents' views are even more positive than at the time of the last inspection.
39. Parents are particularly pleased with how well their children settle into school and the partnership that is established at the earliest time. For example the school has set up a weekly 'Three Plus Family Club' that introduces parents and children to the school and offers support and social activities for parents. A very small number of parents felt they could be better informed about their child's progress. There is some evidence to support this as the annual written reports, although satisfactory are not very detailed and do not, for example, consistently include specific learning targets. Nevertheless, teachers are very accessible on a daily basis and there are several formal opportunities for parents to discuss their child's work throughout the year. In addition, the home record book is used to note any concerns the teacher may have.
40. Parents make a very good contribution to their children's learning at home and in school. For example, they listen to their children read and help with other homework tasks. Parents of the youngest children regularly come in to share books with them. Parents provide valuable practical help in improving the school environment and supporting clubs. The active 'Friends of Westmeads' donates substantial sums of money as well as organising social functions for children and adults. This does much to enhance the sense of community in the school.
41. The school provides regular information for parents that is written in a friendly style. However, as at the last inspection, the governors' annual report to parents has several items missing that are required by law to be included such as a statement on the progress of the school's Action Plan and how teachers' professional development impacts on teaching and learning. The school prospectus is clear and informative but it needs to ensure that parents are aware that they can withdraw their child from religious education as well as collective worship.
42. Parents' views are sought regularly, such as on how the school could be improved. Parents know that if they have any concerns they will be listened to and that their views are valued.
43. There are good links with playgroups and with the main junior schools to ensure a smooth transition for children as they move on in their education. For example, the headteacher visits all the local playgroups each term even though there are approximately 13 of them!
44. Good use is made of the local community for example to visit the shops, the harbour and the beach. In addition, a variety of visitors such as from local religious groups come in to talk to the children about various festivals such as Easter or to make pots to celebrate Diwali.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Both the leadership and management provided by the headteacher is excellent. The leadership of the Foundation Stage is now very good. The management of children with special educational needs is very good. Subject leadership has improved since the last inspection and is now very good. **Governance** of the school is good.

Main strengths and weaknesses

- Clearly stated educational vision of the headteacher.
- Very good induction management in the Foundation Stage.
- Very good management of additional educational needs including special educational needs.
- Very good curriculum innovation and subject leadership.

- A common understanding of approaches to monitoring and evaluation to promote learning and achievement for all.
- Monitoring of teaching and learning is comprehensive.

Commentary

45. The clear educational drive of the headteacher underpins the work of the school. Her principled approach, energy and enthusiasm for promoting all aspects of children's learning and achievement are contagious. All members of the school community contribute to raising the personal and academic achievements of all children. Subject leadership and governance have both improved since the last inspection. The serious weaknesses identified in the Foundation Stage have been addressed very well, and leadership and the quality of provision are now very good.
46. The school's philosophy is based on the premise that every child matters, that learning should be fun and is more likely to happen when children are relaxed, alert, motivated and positive. It is acknowledged that everyone has different ways of learning. The leadership of the school is dedicated to finding approaches that realise this vision in terms of children's experiences both in and out of classrooms. The open, professional dialogue between teachers and teaching assistants results in a shared understanding of the approaches, consistent implementation of interesting learning opportunities and high staff morale.
47. Under the headteacher's leadership, teachers and teaching assistants positively take on new initiatives and are happy to trial new approaches to meet an individual pupil's needs. The belief that every child is special is reflected in the school's 'gifted and talented' register. Every child is identified in the register with an identified talent. For example, they can be practical, artistic, musical, physical or good with nature, numbers or people. In this way, the leadership creates an inclusive school which promotes high self-esteem, positive attitudes to learning and achievement, and an appreciation of the talents and abilities of others.
48. The school is managed very well. The school systems for developing staff skills and deploying teachers are very effective. Whilst all teachers in Years 1 and 2 have changed since the last inspection, the good and very good teaching seen at that time has been maintained. The approach to staff development in the Foundation Stage is very good, resulting in much improved teaching since the last inspection. The very good management in the Foundation Stage has developed very good induction arrangements, early identification of children who need additional support in any of the areas of learning and good procedures for ensuring the concerns are addressed. This includes working with parents and outside agencies.
49. The senior management team have good systems for evaluating the work of the school. These include regular analysis of pupils' progress, monitoring the quality of teaching and evaluating the impact of new initiatives on children's learning. The right action is taken when weaknesses are identified.
50. The curriculum is managed very well to provide a range of interesting and motivating activities through which children can be encouraged to think and do for themselves. Within this environment, individual learning and social needs are identified and met very well. The additional educational needs co-ordinator is diligent in responding to identified learning needs of all children including those with special educational needs. Groups of children are identified to address a specific weakness in reading or writing or to provide a particular challenge or problem for more able children to solve. The appropriate support is provided by the support teacher or teaching assistants. This special support can occur in the classroom, in small group situations or in direct one to one teaching. This flexibility has a positive impact on the children involved as the support is tailored to their identified needs.
51. Subject leaders monitor the curriculum very well to ensure children have access to the full National Curriculum Programmes of Study. This is done through scrutinising children's work,

observing teaching and reviewing the quality of teachers' planning. The school has introduced good systems to evaluate the impact of the curriculum on children's achievements. There are some very good examples, such as a recent assessment in geography, where the analysis of children's work by the subject leader has identified class targets for specific improvements within the subject.

52. The governing body is actively involved in the work of the school and has provided considerable support to improve the accommodation. Good systems have been introduced to keep governors well informed about the curriculum and progress on the key issues. Governors share the philosophy of the school and are involved in strategic planning. They allocate resources to maintain the high staffing required to deliver the curriculum. There are good systems for financial management and governors regularly assure themselves that they are getting the best value for their money. The school provides good value for money. Not all statutory items are included in the governors' annual report to parents.
53. The newly-built accommodation has provided much improved classrooms and a small ICT suite and is having a very positive impact on pupils' learning. All pupils are now taught within the main school building and have opportunities to use the available ICT equipment. The new library provides an attractive environment but this has still to be fully equipped and laid out in a way that will support children in finding information from books.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	471,747.11
Total expenditure	455,570.67
Expenditure per pupil	2,695.68

Balances (£)	
Balance from previous year	16,176.44
Balance carried forward to the next	4,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

54. The provision for children in the Foundation Stage is **very good**. This is because of the very good teaching they receive and the access children have to a full range of rich and exciting experiences that are planned around the areas of learning. Children make good progress in all areas of their learning and are on track to reach the nationally-expected goals by the end of the reception year. Accommodation is good and children move purposefully between the 'indoor' and 'outdoor' classrooms which are well planned and resourced. Adults work well together and have a very good knowledge of individual children. This is very good improvement since the last inspection when inspectors judged that children were not on course to achieve the early learning goals at the end of the school year because of the high proportion of unsatisfactory teaching. Leadership and management of the Foundation Stage are very good. All weaknesses in the provision for the reception classes identified in the previous inspection have been rigorously addressed. No weaknesses were recorded for any aspect in the Foundation Stage at the time of this inspection.
55. On entry to school, the attainment of most children is generally below average, particularly in relation to personal and social development and communication skills. Some children start school with attainment well above average. Induction arrangements are very good and this helps children to settle into school quickly. Children are assigned to classes based on their needs and friendship groups. In the first few weeks, children's language and numeracy skills are assessed and the information is used for teachers' future planning for groups of children. Careful daily observations are carried out by adults working with the children that inform the teaching programme and there is good provision for children of all abilities to achieve well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's **personal, social and emotional development** is very good.

Main strengths and weaknesses

- Very good teaching and high expectations lead to positive attitudes and behaviour.
- There is good provision for children to make choices and develop as independent learners.

Commentary

56. Children achieve well in personal, social and emotional development because of very good teaching. They are on course to reach the expected learning goal by the end of the school year. The classroom management of the two reception classes has changed since the previous inspection which has had a positive impact on children's progress. When children start school, time is spent inducting children, with the same standards expected in both classes. Children feel very secure with familiar classroom routines and they form positive relationships with adults and one another. Teaching assistants are now attached to each class and the adults working with children have a very good knowledge of the children, organisational systems and what children are expected to learn at each session. In the previous inspection, the children's learning environment was judged as inconsistent and unsettled, with children feeling insecure. None of these features is now present and improvement since the last inspection is very good. A strength in provision is the good balance of arrangements for child-led and teacher-led activities. In child-initiated play, children make their choices by putting a peg on a board and, if the board is full, they must make another choice. In these sessions, they organise their own resources for their play and learn to operate independently, seeking help when they need it. Children initiate exchanges and

conversations with each other and can sustain their play for a good length of time, learning and gaining experiences from each other.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for **communication, language and literacy** is very good.

Main strengths and weaknesses

- The very good provision for the development of children's speaking and listening skills.
- Lively teaching approaches for literacy activities which promote excitement and enjoyment.

Commentary

57. Teaching is very good. This has a positive impact on children's achievements in communication, language and literacy. Achievement is good. In 'plan, do, review time', children have regular opportunities to talk to a class group about their play activities. Sensitive interventions by adults extend the children's vocabulary, including the higher ability children, who can give some detailed explanations and keep the attention of their listeners. Children become very involved in their self-selected activities based on the choices set out by the class teacher. Children have a sound knowledge of familiar stories and there are regular guided reading sessions that develop children's confidence and enjoyment in books as well as increasing their sight vocabulary. Good attention is given to developing children's handwriting and phonic skills. Children can hear and say initial sounds in words, know which letter represents some of the sounds and can write some recognisable words. Teaching approaches involve the children physically, such as drawing the letter 'h' on a friend's back or playing 'noisy letters' in which children walk around saying the letter sound on a card which they keep hidden. There is a great sense of excitement and enjoyment as they join up with other children who are saying the same sound. This lively approach allows children of all abilities to make good progress. Both boys and girls achieve well. Children are on course to reach the expected learning goal by the end of the school year, with a group of more able children likely to exceed them. In the previous inspection, children were making unsatisfactory progress in their speaking and listening skills. It was judged that most children would not reach the expected levels in communication, language and literacy by the end of their reception year. Improvement since the last inspection is very good in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in **mathematical development** is very good.

Main strengths and weaknesses

- Good provision for problem-solving skills.
- Children's knowledge and use of mathematical vocabulary in practical tasks is good.

Commentary

58. Mathematical development is well planned and taught very effectively. Mathematical vocabulary is incorporated into many activities during the day when children are encouraged to recognise numbers and shapes and count in a range of teacher-led and child-initiated activities that take place inside and outside the classrooms. Children develop good problem-solving skills. They know they are 'investigating' as they work in groups to build houses for the three little pigs and use their measuring skills when checking different lengths of twigs for the house made of sticks. Children learn through practical activities how number sentences can be recorded. They use mathematical vocabulary when taking away teddies from a wall. Number songs and rhymes are used to reinforce children's knowledge of written numbers. With adult

support, they are beginning to learn how to order numbers from one to ten. Provision for the more able children is good. Some children enjoying a practical fishing game could subtract some numbers in their heads and made good progress as the activity matched their interest and ability level. Children are on course to reach the expected learning goals by the end of the school year in this area of learning. In the previous inspection, the quality of teaching was judged better in mathematical development than in other areas. Teaching is now very good in this area and good progress has been made since the previous inspection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for **knowledge and understanding of the world** is very good.

Main strengths and weaknesses

- Activities are based on first-hand experiences and encourage children to explore, observe, problem solve, think and discuss.
- Adults give very good support to children to help them to express their ideas and develop them further.

Commentary

59. Through the very good quality of teaching, children achieve well in knowledge and understanding of the world. They are on course to reach the expected learning goals by the end of the school year in this area of learning. This is very good improvement since the last inspection when it was judged that children would not achieve the expected standard in their knowledge and understanding of the world because of unsatisfactory teaching. Child-initiated play activities with good quality resources encourage a high level of involvement in children examining and exploring objects and materials. For example, two girls were playing with a marble run. There was sensitive questioning from an adult who asked 'Why do you think this marble went faster?' The girls developed their thinking further and observed that the wheel on the run made one marble go faster than the other. A teacher-directed activity to 'make a hat for Mrs Honey' made good links with work in literacy. Skilful questioning from the teacher encouraged the children to predict which sort of material would keep Mrs Honey's hair dry. They tested out their ideas on different types of material by spraying the 'hats' with water and then observed and discussed what had happened. Children use technology to support their learning. They use the computer to write their names and are familiar with the arrow keys and space bar. They develop control of the mouse through drawing pictures of their houses. Children learn how to use ICT in investigation and design tasks. As part of their design work on building houses for the three little pigs, a floor robot was dressed as the wolf's head. Children explained how to clear its memory and discussed how it could be programmed to visit each of the little pigs' houses. In constructing the houses, girls and boys were fully involved in all aspects of 'building'. They explored the usefulness of different types of materials for the houses and considered what would make a stable structure. Adults were very effective in developing children's problem-solving skills through their interactions.

PHYSICAL DEVELOPMENT

The provision for **physical development** is very good.

Main strengths and weaknesses

- Teachers plan activities that offer appropriate physical challenges.
- The use of the 'indoor' and 'outdoor' classrooms is effective in developing children's co-ordination and control.

Commentary

60. Children achieve above expectation in physical development because of very good teaching. In the previous inspection, children's physical development was below expectations for their age and teaching was unsatisfactory. Very good improvement has been made in this area of learning. In the weekly physical education lesson, the majority of children reach the early learning goals because of high teacher expectation of the quality of movement expected. Children walk, run and jump around the large apparatus and show good control in using a large space. They move in different ways around the hall and show very good co-ordination. Questioning by the teacher, and the use of specific children to demonstrate movements, encourage children to change and improve the quality of their movements. Teaching assistants work well with less confident children so that they also achieve well. Adults show a very high awareness of health and safety issues. Children take responsibility for handling large mats safely and show a very good understanding of safety rules when jumping and moving along large apparatus. There are regular changes and adaptations to the outside area linked to curricular themes so children have the opportunity to apply their physical skills. For example, in a mathematics lesson when children were learning to construct number sentences, they had access to a teacher-directed activity outside. This involved the children setting up ten skittles, throwing a ball to knock them down and then saying how many were left standing up. Children's fine motor skills are developing well and the majority use simple tools, such as scissors, pencils and small construction apparatus with confidence.

CREATIVE DEVELOPMENT

The provision for **creative development** is very good.

Main strengths and weaknesses

- There is a stimulating environment with a good range of experiences to support creative development.
- Children are given the freedom to develop their creativity because of the sensitive interventions of adults who support the process and do not dominate it.

Commentary

61. Achievements in creative development are good and, as in the last inspection, children are on course to reach the expected learning goal at the end of the reception year. Teaching for this area is very good. Children experiment with different textures when they use wool, material, straw and sticks for the houses of the three little pigs. They work with three-dimensional structures when making models of houses from cardboard boxes and do 'brick' rubbings using pastels. Children work creatively on a large and small scale. They paint individual pictures in response to music and work with others to re-create a large-scale 'night-time street' of buildings that surround them. There is very good provision for children to use their imaginations. In their small world play, two boys made models of the Concorde aeroplane, and together, took it on a journey. In role play, children act out familiar stories or take on roles that have been developed as part of their topic, such as attending 'meetings' at an estate agents. In their 'plan, do, review time' children respond to the sensitive questions of adults and communicate their ideas by describing what they have been doing. Children demonstrate high levels of concentration as they experiment with sounds on percussion instruments and explore how sounds can be changed. They participate in their music lessons with a sense of excitement and enjoyment because of the warm and lively approach used by adults.

SUBJECTS IN KEY STAGE 1

ENGLISH

The provision in **English** is very good.

Main strengths and weaknesses

- Standards in speaking and listening are good throughout the school.
- The use of English in other subjects and areas is very good.
- The quality of teaching and learning is very good and children achieve well.
- The support for children with special educational needs is very good.

- Standards of handwriting and punctuation are not as good as children's compositional skills.
- The use of the library to develop children's research skills is under-developed.
- Individual targets are not shared with the children.

Commentary

62. Standards in reading and writing are in line with national standards for all seven-year-old children. Standards are above those found in similar schools. In speaking and listening, standards are above those expected nationally and above those of similar schools. Children's speaking and listening skills are good because of the emphasis placed in all lessons on the use of talk to develop children's ideas. Standards in English were good at the last inspection and these have generally been maintained, except in speaking and listening where they have improved. Girls outperform boys in reading and writing. Boys' underachievement is rigorously tackled. This is done through the access boys have to a practical curriculum which they find interesting, relevant and fun. Boys' performance in national tests is systematically analysed to identify underperformance and actions are identified to bring about improvement. A special project for reluctant writers has also been set up and has a positive impact on boys' attitudes to writing. Children with special educational needs make very good progress because of early intervention to diagnose specific difficulties and the very good support they receive.
63. Standards in speaking and listening have improved and children of all abilities achieve well. This is because of teachers' very good planning for talk in subjects and areas across the curriculum. Children talk in pairs to reflect on what they know about a subject at the start of learning something new. Effective use of role play encourages children to speak in different ways, such as taking on the role of Samuel Pepys as part of work in history. Children contribute well in small group discussions and are familiar with their roles within this. By Year 2, children are becoming skilled in taking on the role of 'scribe' within a group to record the ideas of others. Group members know they are free to 'pass' when they have nothing further to add to a discussion. They listen well to the contributions of others and build on them. Children use their speaking and listening skills to rehearse orally sentences to write for a specific audience and purpose. A noticeable feature is the confidence children have to pose their own questions or make comments and observations that contribute ideas in whole-class discussions. More able children achieve well as there is good provision for them to develop their ideas through talk. Less-confident speakers and listeners make very good progress because of the safety of rehearsing ideas in a pair, sometimes with adult support, before speaking out in a whole-class group.
64. Standards in reading are in line with national standards in Year 2 and children achieve well. Reading skills are well taught in small and whole-class groups as well as the support given to children through reading individually to adults on a regular basis. By the time they are seven, the majority of children read with fluency and enjoyment. They understand that information books have an index and contents to locate specific facts, and can recall the main events in a story and name some of the characters in books they are reading. Attractive book areas in

each class promote positive attitudes to reading. Children who are learning to read know how to use phonic, picture and context to work out how to read words and sentences. Useful diagnostic comments are entered in the home/school contact book which is helpful to parents when reading with their children at home. Children's progress in reading is regularly assessed and the performance of boys and girls in the national tests is analysed to identify strengths and weaknesses. Action is then taken to improve performance. At the time of the last inspection, it was identified that the school did not have a system to develop library skills. There have been good improvements in library accommodation since this time. Further work is now needed to organise and categorise books so that children develop better independent research skills in finding and locating books.

65. Standards in writing are in line with the national standards expected for Year 2. Children achieve well in their compositional skills. Boys, as well as girls, are confident writers. This is because time is given for children to work in extended writing sessions, and speaking and listening are used well to support development in writing. Children have many ideas to put down on paper when they start to write. They use a good range of vocabulary and are adventurous in their choice of words even though they might not be able to spell them. Children make good progress in their spelling skills and some can accurately spell words with two or more syllables. They make very good attempts at using their phonic skills to attempt others. A strength of the curriculum is that there are many opportunities for children to write in different subjects and this improves their writing range. More able children attempt to use more ambitious sentence structures. Children's skills in handwriting and punctuation are not as high as their compositional skills, with little evidence of higher attainment in these aspects. Handwriting is often untidy and letters are not formed well. Capital letters are sometimes used in the middle of words and not used consistently at the beginning of sentences. Whilst teachers have identified weaknesses in children's handwriting and punctuation they do not pay enough attention to reminding children to improve these aspects of their work.
66. The quality of teaching is very good. Teachers have good subject knowledge, as seen in the selection of interesting tasks and resources which are planned to match the needs of children. The impact of this is that children of all abilities achieve well including the more able children and those with special educational needs. Teachers use demonstration well to show children how to write effectively. For example, in a shared writing session, the teacher modelled how she re-read her writing to make sure that it made sense and checked that it was the right style to suit the audience and purpose. Teachers' classroom management to organise talk effectively is a strength. It contributes significantly to children's high levels of participation, their rate of work and interest in tasks. Teaching assistants make a very effective contribution to children's achievements.
67. Leadership and management are very good. In the previous inspection, English was well managed and this has been built on by subsequent subject leaders. The important management task of working with others to identify where all aspects of the English curriculum are to be taught, and monitoring its impact, has been a focus. As a result, the provision for language and literacy across the curriculum is now a strength of the school. The subject leader and other senior managers have a very good overview of standards gained through monitoring work.

MATHEMATICS

Provision for **mathematics** is good.

Main strengths and weaknesses

- The co-ordinator provides very good leadership and management.
- There is a good emphasis on problem-solving, extending pupils mathematical knowledge and thinking.
- The overall quality of teaching is good.

- There are good links with other subjects.
- Marking does not help children to understand how to improve their work further.
- ICT is not used sufficiently to support and extend learning.

Commentary

68. Standards in mathematics are in line with the national standards for all seven-year-olds. They are above those found in similar schools. Over a three-year period the number of children attaining the nationally-expected Level 2 in mathematics has exceeded the national average. However, in the 2003 national tests the number of children reaching the higher Level 3 was below average. The school has analysed test data carefully and taken action to address the apparent underachievement of more able children in mathematics. For example, an identified group of children work with a specialist teacher on one day a week on mathematical problem-solving. This is having a positive impact and standards in the current Year 2 are in line with national expectations with children identified to reach the higher Level 3. Opportunities for using mathematics in other subjects, such as science, are well developed. Problem-solving in mathematics is a strength of the school as children are encouraged to identify and understand a problem and to identify the correct mathematical solution to a problem. The conversation that results extends their speaking and listening skills and their thinking skills.
69. Children in Year 1 have a good recall of numbers one to ten and can recognise numbers to 100. Their work is regularly marked and is well annotated to assess achievement. Although some children write some numbers the wrong way round the presentation of work is mostly good. Children enjoy playing mathematical games such as number recognition bingo and play with great excitement and enthusiasm.
70. In Year 2, children's work is in line with national expectations. Work is generally neat and well presented, indicating that children take care and have pride in their work. There is some use of annotation to assess achievement and identify next steps in learning but this aspect of marking is not consistently used. Children in Year 2 are taught in classes grouped by ability. Work is appropriately matched to meet the needs of children of differing abilities. Children make good progress in developing their competence in number work and shape and pattern recognition, and teaching covers a range of mathematical experiences across the different areas of the National Curriculum.
71. The overall quality of teaching is good. Teachers help children develop confidence. This is part of the reason why they are so eager and enthusiastic to learn. Teachers make good use of questioning to assess and extend children's understanding and to consolidate links with other subjects, particularly science. While some links with ICT are planned for there was little evidence to show this happening in practice and children spoken to lacked confidence. There is good provision for the mathematical development of more able children in Year 2 and they are appropriately challenged and achieve well. Very good procedures for joint planning, with the class teacher and the support teacher working with more able children each week, means that the teaching is highly effective.
72. Leadership and management are very good. The work of the mathematics co-ordinator is effective in identifying the strengths and weaknesses in teaching. The standards pupils' achieve are analysed well and appropriate action is taken to extend pupils' achievement in classrooms. This has a positive impact on the provision and in identifying areas for further developments.

Mathematics across the curriculum

73. The integrated nature of the curriculum means that opportunities to apply mathematical skills in other areas of learning are well developed, particularly in science and design and technology.

SCIENCE

Provision in **science** is good.

Main strengths and weaknesses

- The co-ordinator provides very good leadership and management.
- There is a good emphasis on practical and investigative work that extends children's understanding of scientific concepts.
- The overall quality of teaching is good.
- There are good links with other subjects.

- ICT is not used sufficiently to support and extend learning.
- What children are to learn is not always made clear.

Commentary

74. The inspection findings identify that standards in science are in line with national average. Standards in science fell below the national average in 2003 as fewer than the expected number achieved the higher Level 3 when their teachers assessed them. Not as many children attained the expected Level 2 as in other schools. The school has analysed the outcomes of the assessments carefully and identified that aspects of the subject had not been covered. The lower than average standards in particular areas of science, such as 'life processes' and 'living things' and 'materials and their properties' have been successfully addressed through restructuring the science curriculum. The science curriculum is now very well planned. The innovative way of organising teaching and learning is beginning to raise standards. Evidence from the work of children now in Year 2 and from lesson observations indicates that standards are likely to rise to more closely match the national average in 2004. This reflects the average standards reported at the time of the last inspection.
75. The emphasis on practical and investigative teaching seen in 2001 has continued to be a strength of the provision. This has a very positive impact on pupils' attitudes and achievement in science. Children make good progress and their achievement is now good. Higher attaining children plan, predict, observe, record and hypothesise. No significant differences were observed in the attainment of boys and girls. There are good links to other subjects and a high degree of curriculum integration which provide opportunities for children to consolidate their science skills in other contexts.
76. In Year 1, there is an appropriate range of methods for recording investigations. There is some recording of results in tables and using Venn diagrams as in work on 'food – not food' and 'waterproof – not waterproof'. Work is regularly marked with good use of annotation. Books are usually neat and well presented, indicating that children have a pride in their work. During the inspection, children worked on a practical investigation into how waterproof different materials are with concentration and commitment. They work very well together, helping each other as they explored and developed their understanding of the properties of materials.
77. In Year 2, children continue to make good progress. Good use has been made of Venn diagrams and graphs and charts, as when recording different light sources. Children make good use of skills of planning, prediction, observation, recording and hypothesising, as when carrying out a practical investigation into making bread. In this lesson children were very well involved in measuring, weighing, mixing ingredients and kneading the resulting dough. Teachers identify key scientific vocabulary in their planning but do not always reinforce or consolidate its use effectively.
78. Teaching is good, based on good subject knowledge and a commitment to cross curricular working and an investigative approach. Lessons are planned well to ensure children of all abilities make good progress and develop their scientific knowledge and understanding at an appropriate level. Children's learning is good, particularly when they refine their knowledge

and understanding through discussions and group work. This learning is often led by good teaching which uses questions to challenge and extend children's thinking about science. However, what children are to learn in each lesson is not always sufficiently clear. Sometimes this results in children being unsure about what it is they are to learn. On these occasions the teacher's assessment of how well children have done is less secure. Resources for learning are consistently well prepared and arranged so they are readily available and the pace of learning is maintained. Teaching assistants make a valuable contribution, supporting the learning of groups and individual children. There are good links to aspects of health and safety, as when children are reminded to wash their hands and the safe use of scissors and other resources.

79. The co-ordinator provides very good leadership. She has rightly identified improving the extent to which assessment is based on clear learning intentions linked to National Curriculum levels as the next priority to improve the quality of teaching. Leadership is proactive, enthusiastic and committed to raising standards. This has a positive impact on the range of science activities children experience and a good focus on ensuring they are taught the right things to extend their scientific knowledge and skills. However, whilst there has been regular monitoring of lessons, children's work and planning the evaluations made by the co-ordinator are descriptive rather than making a judgement about standards. Further evaluation of the standards different groups of pupils achieve would better identify action for future developments. Overall, there has been a satisfactory level of improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- Children work enthusiastically and responsibly with computers, tape recorders and digital cameras.
- ICT is used very well to support the learning of children with special educational needs.
- Children's work is not saved and therefore it is not possible to track improvements in their learning and skills over time.
- Occasionally teachers do not challenge children sufficiently.

Commentary

80. Children confidently use information and communication technology to find things out, to make things happen and to share information. They make good progress in their knowledge of the application of ICT in other subject areas to present their work and share information. They attain the nationally expected level by the end of Year 2.
81. The teaching of ICT skills is often very good. Children develop their basic ICT skills over the year with teachers planning to use software that reflects the different abilities of children in the group. The use of headsets ensures children focus on work at their own level, building on their skills at an appropriate rate. They make good progress over a sequence of lessons and their achievement in relation to their prior learning is good. There is good planning to use available resources to support learning across the curriculum, although insufficient opportunities are provided to use ICT as a tool to support learning in science and mathematics.
82. Early ideas about control technology are explored as children plan to enter a series of instructions into a floor robot to move it around a scale plan in geography. They use tape recorders to record and share their ideas and knowledge of people in the past and frequently make use of digital cameras to collect images linked to their work. Occasionally teachers' expectation of children to work independently is not as high as it is in other aspects of their work, for example in encouraging children to save and retrieve their work. This limits the

opportunities children have to redraft or re-arrange their ideas in successive pieces of work to demonstrate the higher levels of attainment in ICT. Much of the ICT equipment is new and this accounts for teachers' maintaining greater control in setting up activities in the ICT suite rather than expecting pupils to log on independently. Teachers are still gaining confidence in the use of the range of facilities, including the new interactive whiteboard.

83. ICT is used very well to support learning of children with special educational needs. The programs used both motivate them and support their developing literacy skills. Teaching assistants make a very valuable contribution, working with individual children on a particular skill. Higher attaining children are equally well supported with encouragement to engage in problem-solving programs and activities that extend their knowledge.
84. Since the last inspection there have been significant improvements to the accommodation allowing for a suite of six computers and an additional three computers in each classroom. This provides access to computers for all children as a tool to support their learning. All classes now have access to the internet in the ICT suite. The introduction and development of the creative skills curriculum has provided the opportunity to plan good ICT opportunities in all curriculum areas.
85. All children enjoy using the range of ICT equipment. They work very co-operatively, usually in pairs, when working with computers. The new ICT suite is used well and children are learning to use the equipment confidently. The suite is small and is an integral part of the library. Half a class uses the suite at any one time and the very effective team work between the teacher and teaching assistant reinforces learning of children both in the suite and in their classroom.
86. Subject leadership is very good. An appropriate action plan informs the developments in the subject and good systems for monitoring and evaluating the impact of the ICT provision have been introduced.

HUMANITIES

History

Provision in **history** is good.

Main strengths and weaknesses

- All children attain good knowledge of history.
- Teaching is often very good.
- The teaching approaches support children with special educational needs very well.
- More able children are challenged to extend their knowledge through historical enquiry.

- Written work is not always presented well with sufficient evidence of appropriate use of punctuation by the end of Year 2.
- Very occasionally, when teachers do not explain clearly enough what children are to learn in a lesson there is insufficient challenge to extend the learning of higher attaining children.

Commentary

87. The way the curriculum is planned makes a very positive contribution to children's achievement in history. All aspects of the history National Curriculum are covered through a theme. Children attain standards in line with national expectations and achieve good standards in subject knowledge. Indeed, they delight in recalling the interesting snippets of information they learn from their teachers, for example in the detail of why Samuel Pepys had to sleep in his underwear! By Year 2, children demonstrate their knowledge of lives of people

in the past and can suggest reasons why events happened. They develop good skills in asking historical questions and using different sources of information.

88. The way in which the curriculum is designed provides opportunities for children to learn about history in one lesson and apply this new learning in many different contexts. For example, through the theme of 'building' the children are taught about the design of Tudor buildings and the impact the shape and materials used had on spreading the fire of London. They then build Tudor houses, using mud and straw in design and technology incorporating the 'overhang' of a Tudor house. In all lessons teachers and teaching assistants use the vocabulary of the subject. In geography they use their knowledge of Tudor houses to compare and contrast buildings in the past with modern dwellings. This approach provides opportunities for children to consolidate their knowledge and understanding, providing them with the confidence to ask questions and discuss different aspects of history. This they do well in small groups and whole-class situations. The planned history curriculum incorporates good opportunities to promote literacy and ICT skills.
89. The very good teaching has a very positive impact on children's learning. Teachers are very enthusiastic about the approach to curriculum planning and are very creative in identifying tasks which will motivate and engage young children. These tasks are designed to reflect the needs of children of different abilities and they all make good progress. The constant reinforcement of historical knowledge and the encouragement to pose questions across the curriculum has a very positive impact on the achievement of children with special educational needs. Teachers are very good at setting learning challenges that extend children's thinking. This has a positive impact on the learning of more able children.
90. The role of teaching assistants is carefully planned for each lesson. They make a positive contribution to children's learning by asking probing questions, focusing children's thinking and supporting the completion of work. Teachers are also skilful at providing additional teaching material such as non-fiction books and ICT programs. This has a positive impact on children's learning, consolidating their historical knowledge and extending their historical enquiry skills. Teachers are occasionally too accepting of inaccuracies in children's punctuation and opportunities for reinforcing the importance of good presentation of work are overlooked.
91. The subject is now very well led and a planned programme of monitoring and evaluation of the impact of the creative skills curriculum on children's learning has been introduced. Occasionally teachers plan what tasks children are to undertake rather than what children have to learn. This reduces the impact of the activities on children's achievement. Further revision of the medium-term plans is required to provide better guidance to teachers to ensure all lessons identify the different levels of skills or knowledge for children of different abilities.
92. Since the previous inspection, improvements in subject leadership and the introduction of the creative skills curriculum provide many exciting and enjoyable learning experiences designed to ensure all children make progress in their historical skills and understanding.

Geography

Provision in **geography** is good.

Main strengths and weaknesses

- Subject leadership is very good.
- The curriculum is well planned.
- Growing use of ICT to research and record evidence.
- Work is engaging, exciting and reinforced in many contexts.
- Very good use of teaching assistants.
- Good use of the local community and visiting speakers.

- Good provision for children with special educational needs.
- Written work is not always presented well.
- Teachers need to consistently identify what geographical skills children are to learn in a lesson rather than what they are to do.

Commentary

93. The standard and achievement in geography have been maintained since the last inspection. From teachers' planning and children's previous work, it is clear that the creative skills curriculum is beginning to have a positive impact on standards and achievement in geography. The focus on a skills-based curriculum provides opportunities for children to carry out geographical enquiry and apply their questioning skills and presentation techniques in a range of very interesting and exciting contexts. Children attain the expected level by Year 2. Some higher attaining children are working towards the higher Level 3. They are able to use different sources of evidence to respond to questions and use appropriate vocabulary to record their findings. They confidently undertake geographical enquiry, applying their questioning skills and use primary and secondary sources well.
94. Only one lesson was observed and it is inappropriate to make a judgement on the quality of teaching. However, it is clear that planning is very detailed, teaching assistants are used very well to support learning and children with special educational needs make good progress. Teachers plan interesting learning experiences. However, it is not always clear what new geography skills are to be learnt. In the lesson observed, the group working independently became confused as it was not clear that the focus of their geography work was to make a scale plan. Whilst they continued to work well together using their good historical knowledge of features of a castle no new achievements in geography were made. The planned geography curriculum makes a positive contribution to children's ICT and literacy skills, especially in extending their speaking and listening skills. However, presentation of work and use of punctuation is not always to the expected standard.
95. Children are often taken to visit their local community to extend their geographical knowledge and understanding. They are able to identify characteristics of their local environment and changes over time. Clever links are made with history, for example, house design and building materials in Whitstable today are compared with the period of history they are studying, consolidating children's learning in both subjects. Whitstable has a number of places of interest including the beach, the harbour and the Oyster Fishery Exhibition and these form part of the geographical experiences that promote interest and achievement in the subject.
96. The subject is led very well and this is an improvement since the last inspection. The subject is monitored well and the impact of the newly designed geography curriculum on children's learning has been evaluated. The outcomes of this evaluation have been used well to inform class targets to improve standards in geography. However, at present, the portfolio of geography work is not sufficiently linked to National Curriculum levels. Further evaluation of medium-term plans are required to identify what specific subject skills are to be taught through each theme.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Children develop a good knowledge of different world faiths and the richness and diversity of other religions.
- Children are able to express and discuss views on religious issues calling on their prior experiences at school and at home extending their understanding and tolerance of the beliefs and traditions of others.
- Children with special educational needs make good progress. Higher-attaining pupils achieve good standards in their knowledge and understanding.

Commentary

97. The good provision for religious education is securely grounded in the school's ethos. Westmeads' motto is 'caring, tolerance, knowledge, and understanding'. All school procedures promote young children's awareness of tolerance and acceptance of others, and the ability to identify similarities and celebrate differences in themselves and others. It is within this secure environment that children learn about different world faiths.
98. Children attain standards in line with the expectations of the locally-agreed syllabus and many attain good standards in their knowledge of world faiths. They are able to compare the similarities and differences in religions such as Christianity and Hinduism. They are aware of the distinctive traditions of each religion and how these apply to everyday life.
99. The school ethos and the creative skills curriculum provide many opportunities for children to explore and extend their understanding of religious concepts. Themes such as 'celebrations' or 'buildings' provide a very good vehicle to explore the similarities and differences of world religions, for example, celebrations. Children enjoy eating the food people of Hindu, Christian, Muslim and Jewish faiths would eat on special festival days. This knowledge and understanding is extended by assemblies where religious festivals of the different religions are taught and reflected upon throughout the year. A specific religious education theme week provided opportunities for children to experience the traditions, artefacts and celebrations of Hinduism and Judaism.
100. Although only one lesson of religious education was observed during this inspection, all teachers plan an interesting and exciting range of learning activities, including visits to churches and visitors to school who represent different faiths. In the lesson observed, the teaching was well planned with a good range of resources to help children of all abilities make comparisons between Hindu and Christian traditions. The teacher very effectively questioned children about what they already knew, allowing children to demonstrate their knowledge of Christian traditions. Their learning was extended with more probing questions and use of artefacts to identify the similarities with Hindu traditions. Children show high levels of interest and are thoughtful in their responses calling on previous experiences both at home and school to illustrate their ideas. The planning for children of different levels of ability and good input from teaching assistants ensure children with special educational needs make good progress.
101. Good links are made with literacy, for example the use of a non-fiction big book to illustrate different symbols in the Hindu religion. Speaking and listening skills are reinforced with children demonstrating good discussion skills. They listen and respond to each other's views and their teacher's explanations very well. There is limited recorded work related to religious education in children's books, but there are some examples of children using art software packages to produce a Rangoli pattern replicating the traditional artwork of other religions. This demonstrates the effectiveness of the cross-curricular planning with religious education providing opportunities to reinforce and extend learning in literacy, ICT and art and design.
102. There has been good improvement since the last inspection. Subject leadership and curriculum planning have improved. Both are having a positive impact on children's experiences and achievements. Subject leadership is now very good. The subject leader has

great enthusiasm and commitment for the subject and has introduced a procedure for monitoring and evaluating the quality of provision and pupil achievements. The comprehensive and co-ordinated planning within the creative skills curriculum and school assemblies is having a positive impact on children's knowledge and standards achieved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in **art and design** is very good.

Main strengths and weaknesses

- Standards are good.
- Teaching and learning are very good.
- A rich curriculum provides for practice of a wide range of techniques.
- The subject contributes to children's excitement and enjoyment of learning.
- Good links are made with other subjects.

Commentary

103. Very good provision is leading to good achievement for children of all abilities, including more able children and those with special educational needs. Standards are above that expected nationally. This is an improvement since the previous inspection when they were broadly in line with national standards.
104. The high quality and diversity of children's work is reflected in the displays in classrooms and central areas. Children explore shades and tone as they create a large picture of skyscrapers at sunset. Their detailed drawings of Rochester castle show careful observation and representation of 'eyelet' windows. As part of their response to work on the 'Great Fire of London', Year 2 children show progression in their skills as they represent how close together the houses were in Pudding Lane by overlapping buildings in their pictures. In this way, children's work in art and design deepens their knowledge and understanding of historical facts. Children's work is linked to the themes in the school's creative skills curriculum which provides a variety of contexts for their work in art and design and this contributes to their excitement and enjoyment of learning. Children work in two and three dimensions on different scales, such as clay models made of places of worship, an ICT paint program to create night sky lines, and paintings of mud and grass houses linked to their work in geography. Children know about, explore and use the ideas of local and famous artists and craftspeople. They draw buildings in the style on Raymond Briggs with lines going in one direction only and re-create spirals that were inspired by Henri Matisse's work 'The Snail'. Children produce their own sculptures using wood, stones and seaweed from Whitstable beach based on the work of a local sculptor, Andy Goldsworthy.
105. Teaching is very good. This is an improvement from the previous inspection when teaching was good. Staff find the creative curriculum very motivating and have opportunities to share ideas. As a result, children grow in confidence in experimenting and using a wide range of materials and techniques. Teachers use the correct terminology to describe what they are doing and the children do the same. Questions are used very well to encourage children to draw on their own ideas and staff are skilful at using the work of other children to show how the quality of work can be improved. Teaching assistants give very good support to children with special educational needs and they achieve very well.
106. Leadership and management are very good. At the time of the last inspection, this aspect was at an early stage. The subject leader has a very good overview of standards gained through monitoring work and children's achievements and this information is used well to extend the

curriculum and the range of teaching approaches. This has a positive impact on pupils' achievement in art and design.

Design and technology

Provision for **design and technology** is good.

Main strengths and weaknesses

- Teaching and learning are good.
- The subject contributes to children's excitement and enjoyment of learning.
- Good links are made with other subjects.

Commentary

107. A review of planning and subject action plans, evidence from two lessons, subject portfolio and displays, discussions with children and teachers, provide evidence that provision is good. Standards are similar to those expected nationally which is the same as when the school was last inspected. Children, including the more able and those with special educational needs, achieve well because teaching is good.
108. In Year 1, children work very productively in pairs to share their ideas on making houses in the same style as those that existed at the time of the Great Fire of London. They consider design features, including the requirement to have an Elizabethan overhang on their houses, and experiment using mud to cover boxes. Children achieve good standards in making their houses with very good support given to those with special educational needs so that they achieve success. Children evaluate their houses in terms of the stability of their structures and discuss why it is important to use materials that are fireproof, making links with their learning in history and science. In Year 2, stimulated by the class visit to Rochester castle, children create their own castles and think of ways of joining their structures effectively, including putting a flag pole on the top. They select appropriate materials and tools for the task showing good levels of skills in cutting and joining. Boys and girls work collaboratively and productively in their groups.
109. Teaching is good. The change from using national guidance for schemes of work to the school's own creative curriculum has had an impact on teachers' confidence, motivation and enjoyment of teaching. Teachers have good subject knowledge which is seen in interventions they make to move children on in their learning. For example, sensitive questioning from the teacher led to a boy refining and improving his model as he could see that he had put the door in the wrong place. Teaching assistants show many of these same teaching skills and they contribute to children's achievements.
110. Leadership and management are very good. At the time of the last inspection, this aspect was at an early stage. The subject leader has a good overview of standards through making herself familiar with what her predecessor has accomplished and building on it. Since taking up her post in September, she has monitored sketch books, carried out work samples and evaluated the provision for all children, including the more able, through looking at teachers' evaluations of their plans and the skills assessment sheets.

Music

Provision in **music** is good.

Main strengths and weaknesses

- The subject contributes to children's excitement and enjoyment of learning.

- Teaching of music is good.
- Good links are made with other subjects.

Commentary

111. The evidence that provision in music is good is provided through observation of a singing practice, two music lessons in each Year 1 and Year 2 class, discussion with children and teachers, a review of planning and the subject leader's action plan. Standards are similar to those expected nationally. Children, including the more able and those with special educational needs, achieve well because teaching is good. In the last inspection, no judgement was made on the quality of teaching but similar judgements were made on provision and standards.
112. Children hear a variety of music as they enter school at the start of the school day. They know that music can create different moods and effects. **Specialist music tuition is provided for small groups of children learning to play the violin, guitar and Recorder. This enhances the music provision within the school.** In singing practice, children sing a variety of songs tunefully and with enjoyment. In Year 1, children learn how to perform with others as they work in adult-led and independent groups to compose and record a sequence of music to reflect the mood of the 'Great Fire of London'. They select a percussion instrument to reflect the 'right sound' and are beginning to recreate appropriate sounds with energy and enthusiasm. Children make good attempts to control the musical elements of 'louder and softer' and listen well to other groups performing. In response to the teacher's questions, they identify if the sound was loud or soft and if this created the right effect.
113. Progression in learning is good. In Year 2, children work collaboratively in composing a piece of music to depict part of the story of Jack and the Beanstalk. They can name different percussion instruments, the sounds they make and what would be appropriate for their compositions. With adult encouragement, children identify what they will be able to do when they perform their musical sequence. In their explanations, they use more subject specific terminology, such as 'pluck' when describing how they will play their instruments. Children are introduced to the idea of musical notation and understand its purpose.
114. Teaching is good. Teachers have good subject knowledge, use time well and make appropriate interventions to move children on in their learning. A good feature is the encouragement children are given to make their own decisions and use their own ideas when communicating musical ideas. Teaching assistants work very well with groups of children and individuals so that all children, including more able children and those with special educational needs, achieve well in their lessons.
115. Leadership and management are good. The newly-appointed subject leader has an overview of standards and children's achievements. Her monitoring activities have a positive impact on children's achievements as they now have regular, planned opportunities to listen to and compose music using good quality musical instruments. In the previous inspection, this aspect of the role was underdeveloped so good progress has been made.

Physical education

Provision for **physical education** is very good.

Main strengths and weaknesses

- Good standards achieved at the end of Year 2.
- Very good teaching.

Commentary

116. Standards achieved in physical education are good. Pupils of all abilities and ages engage in physical activity with sustained concentration and a sense of commitment to their learning. They achieve well and by Year 2 exceed the national expectations.
117. Teaching is very good. There are very good relationships between children and between adults and children so that collaborative and team activities can be successfully taught. Teachers provide clear and explicit instructions. Learning intentions are clear and are often consolidated back in the classroom. Teachers plan a good range of physical activities. All classes are timetabled for physical education at least twice a week. Activities include dance, drama, apparatus work, games and aerobics. There are good links with other subjects, as when discussing the benefits of regular exercise and its effect on heart rate as part of an aerobics lesson.
118. Children have very positive attitudes to physical education. They change into their PE clothing quickly and sensibly. The learning is enhanced by a range of out-of-school activities including aerobics, games and gymnastics. Children attending these dress appropriately and join in with great enthusiasm.

Personal, social and health education and Citizenship

Provision for PSHE is **very good**.

Main strengths and weaknesses

- Individual needs are well known.
- The school provides prompt action in response to individual needs.
- A well-planned curriculum.

Commentary

119. Provision for **personal, social and health education** is very good. The school is very proactive in introducing initiatives to promote children's personal, social and health education, for example, the introduction of 'brain gym', regular exercise, the provision of fruit each day and bottles of water to keep children's bodies and minds healthy. The children are fully aware of the importance of these elements to staying healthy. The school has introduced 'circle time' and 'together time' as opportunities for pupils to extend their personal and social education. The provision for personal, social and health education is integral to the school's work and fully reflected in all aspects of the children's experiences both in lessons and at social times.
120. A planned programme for PSHE has been developed to encourage children to be self-confident, assertive and able to verbalise their feelings in an informed way. The confident self-assured manner in which children can talk to adults and their friends on a range of issues, reflects the very positive impact of the school's approach.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	4
Children's achievement	3

Children's attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Children's spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well children learn	2
The quality of assessment	2
How well the curriculum meets children's needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Children's care, welfare, health and safety	2
Support, advice and guidance for children	2
How well the school seeks and acts on children's 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	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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