

# INSPECTION REPORT

## **RIDDINGS INFANT SCHOOL**

Alfreton, Derbyshire

LEA area: Derbyshire

Unique reference number: 112496

Headteacher: Mrs M Lawrinson

Lead inspector: Mrs S E Hall

Dates of inspection: 26<sup>th</sup> - 29<sup>th</sup> January 2004

Inspection number: 262084

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
Number on roll:	192
School address:	West Street Riddings Alfreton
Postcode:	DE55 4EW
Telephone number:	01773 602767
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs L Parrett
Date of previous inspection:	21.9.1998

## **CHARACTERISTICS OF THE SCHOOL**

This average sized school is in an area of below average economic circumstances. The proportion of pupils eligible for free school meals is above average. Three pupils speak English as an additional language, with their home language being Chinese. Eighteen pupils are on the school's register of special educational need, which is below average and three pupils have a statement of special need. There is average mobility in and out of the school. The attainment of children on entry to the nursery is often well below average. A School Achievement Award was received in 2000 and the Basic Skills Quality Mark in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	Lead inspector	Mathematics Art and design History Citizenship Special educational needs English as an additional language
15181	Mrs M Hackney	Lay inspector	
31807	Mr D Carpenter	Team inspector	English Music Religious Education Physical education The Foundation Stage
13110	Mrs P King	Team inspector	Science Information and communication technology Design and technology Geography

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

This is a **good** school, which cares for its pupils well. When children start in the nursery, their early learning skills are often well below average. Pupils achieve well and sometimes very well and by the age of seven standards are above average in some key subjects because teaching and learning are good. Good leadership by the headteacher and good governance provide a clear sense of direction for the school. Management of the school is efficient and the school provides good value for money.

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

- Pupils achieve very well in English, information and communication technology and religious education and standards in these subjects are higher than expected at the age of seven.
- Children settle well to school, they are happy and have positive attitudes to learning.
- The vision of the headteacher for school improvement is very good.
- The quality of parts of the school accommodation is poor and impacts upon the organisation of activities and on pupils' learning.
- The quality of teaching and learning is good throughout the school and pupils achieve well.
- Pupils do not have enough opportunities to choose what materials and equipment they can use, to try out their own ideas in solving problems, to carry out an experiment or to find things out for themselves.
- Although the leadership and management of English and mathematics are strong too few co-ordinators have developed rigorous monitoring of standards, teaching and learning.
- Curriculum planning is thorough and there are good links between subjects.
- Attendance is below average and a very small number of pupils do not attend regularly.

There has been good improvement in the standards achieved in national tests. The school has made satisfactory improvement in the areas identified in the previous inspection where several minor areas for development were identified. The school has not made enough improvement in providing pupils with opportunities to show initiative and generate their own ideas and creativity, an area for improvement first highlighted in 1995. There has been satisfactory improvement in all other identified areas, including developing speaking and listening skills, reviewing the provision for multi-cultural education, clarifying the school's homework policy, monitoring the progress pupils make and developing parts of the role of subject co-ordinators. Teaching remains good. The overall leadership and management of the school are good and the school is continuing to develop the role of subject co-ordinator. The quality of parts of the school accommodation has declined and has a negative impact on learning.

## STANDARDS ACHIEVED

### Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	C	B	A
Writing	B	B	A	A
Mathematics	D	E	C	A

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is **good** and for a significant proportion of pupils, it is very good. Children enter the nursery with skills that are often well below average for their age in all areas of learning except physical development. Children achieve well and some very well in the Foundation Stage and many start to catch up with what is expected for their age. Nevertheless, when they enter Year 1 pupils' development is often below average in the key skills of communication, language and literacy, mathematical development and their knowledge and understanding of the world, whilst being largely as expected in other areas. At the age of seven pupils achieve well and a significant proportion achieves very well. In Year 1 pupils consolidate their learning and in Year 2 the rate of progress rises and by the end of Year 2 many have caught up with what is expected for this age and do better than is expected in English, information and communication technology and religious education. Pupils with special educational needs, and the small number speaking English as an additional language, achieve well.

Pupils' spiritual, moral, social and cultural development is **good**. Pupils have positive attitudes to their work, behaviour is good and most pupils want to do well. Attendance is unsatisfactory because a small number of pupils attend school irregularly and several arrive late to school.

## QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are **good**. Teachers work very closely together and carefully plan lessons, which often have linked, but different activities for higher, average and lower-attaining pupils. This ensures there is a good match of the level of difficulty to the pupils' understanding and allows all pupils to make equally good progress. Teachers have good expectations of what pupils can achieve and of their behaviour. There is a well-developed system of additional support leading to the pupils taking national tests with increased skills and confidence. However, in some lessons the teachers do too much for pupils and this limits their opportunities for finding things out for themselves. Assessment is satisfactory overall and is good in English and mathematics. The school is working to extend the use of assessment information across the full range of subjects.

The curriculum is good. It is carefully planned throughout the school with year group teams working well together to ensure equality of opportunity for pupils. There are good cross-curricular links, which ensure that subjects are effectively linked together. Parts of the school accommodation are poor, with very old buildings in a shabby state. There is also very limited

space in other parts of the school. All these features constrain the organisation of activities and, consequently, pupils' learning. Pupils are cared for well.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **good**. The headteacher has very good vision, sense of purpose and high aspirations for the school. She has worked hard to maintain the close teamwork of the long-established staff whilst attempting to make the necessary changes to bring further improvement. Governance is good, and the chair of the governing body has a very good grasp of her role and leads the group well. Management is good and the school runs smoothly and efficiently. However, the monitoring of planning, teaching and learning is often descriptive and lacks the necessary evaluative rigour to pinpoint specific areas for improvement.

## **PARENTS' AND PUPIL'S VIEWS OF THE SCHOOL**

There are good links with parents who are generally very appreciative of the school and of the quality of education offered. Many parents come into school each morning and help their children to read which has a very positive impact on their learning. In discussion, pupils say that they like school a lot and look forward to attending.

## **IMPROVEMENTS NEEDED**

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

- Widen the opportunities for pupils to make choices in the materials and equipment they use and how they carry out tasks, including experimental and investigative activities, and monitor and evaluate the opportunities offered.
- Improve the quality of the school accommodation, which presently creates barriers to learning in a number of areas.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The achievement of pupils is **good** throughout the school, and pupils do particularly well in Year 2 especially in English, information and communication technology and religious education. Standards are improving at a faster rate than nationally.

#### Main strengths and weaknesses

- Pupils throughout the school achieve well from a low start and a significant proportion achieves very well.
- Standards in English, information and communication technology and religious education are above average at the age of seven.

#### Commentary

1. Children enter the nursery with limited early learning experiences. Their skills in communication, language and literacy, mathematics, their knowledge and understanding of the world, their personal and social development and creative skills are all well below average for their age. Physical development is slightly better and skills are largely average for the age of the children. Children settle well to school and though sometimes speaking very little they adapt happily to routines and make good progress in the nursery and reception classes. Many children begin to be much more confident and start to make rapid progress. Nevertheless, whilst standards improve by the end of their time in reception their skills are below average in communications, language and literacy, mathematics and knowledge and understanding of the world, whilst being average in other areas.

#### Year 2 results

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

Standards in:	School results	National results
Reading	16.8 (16.2)	15.7 (15.8)
Writing	16.0 (15.4)	14.6 (14.4)
Mathematics	16.4 (15.4)	16.3 (16.5)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

2. In the national tests of 2003 pupils did better than any other previous group of pupils and trends for all core subjects are above the national trend. Standards at the age of seven were above the national average in reading, well above average in writing and average in mathematics. When compared to schools with similar numbers of pupils entitled to free school meals, standards were impressive and were well above average in all three areas. School information indicates that this group of pupils was more able than any other group before them, from the time of admission and throughout their time in school. Consistently good teaching and a well-organised programme of support leading up to the national tests all contribute positively to pupils' achievement.

3. Inspection findings are that this year's group of pupils in Year 2 is not quite such a high attaining group as last year. Nevertheless, standards are generally above average in reading and writing. Pupils make good and often very good progress in reading throughout the school. This is partly due to good teaching and also to the well-established programme of encouraging parents to come into school at the start of the day and read with their children. This boosts pupils' and parents' interest in reading and promotes good progress.
4. Pupils are taught the skills of writing in a carefully planned series of activities so that they develop the skills of handwriting, grammar and punctuation well. Whilst speaking and listening skills are more varied and generally not as high as those of reading and writing, many pupils achieve well and attain expected standards for their age.
5. The school has identified that over a period of several years pupils have not done as well in mathematics as in English. Inspection findings are that standards in mathematics are in line with expectations. Teaching and learning in the subject are good and, from a low starting point, pupils achieve well. Most pupils have a good understanding of numbers and are able to use them confidently in a range of calculations, including the use of money and other measures. Staff have identified that pupils do not score as well in tests in using and applying mathematics in problem solving. Inspection findings confirm that pupils do not use and apply numeracy skills well when confronted with unfamiliar activities. This area has been a main feature of school development planning for the last two years and provision in mathematics has improved greatly. This is mainly due to the purposeful work of the co-ordinator in leading her colleagues forward in planning more open-ended activities in which pupils learn to use and apply their skills in a range of practical problems.
6. Standards in science are average for the age of the pupils. Pupils have good factual knowledge of different areas of science. However, they do not have the confidence to use and apply what they already know to carry out experimental and investigative tasks with confidence. Too often, teachers restrict the range of activities the pupils undertake and this limits their confidence in their own ideas.
7. Standards in information and communication technology and religious education are above average at the end of Year 2 and pupils achieve very well in these subjects. Pupils enjoy using computers and make good progress through a series of well planned activities that build their knowledge, skills and understanding in a progressive manner. Pupils enjoy listening to religious stories and remember the main features of other faiths well.
8. Pupils achieve well throughout the school. All groups including those with special educational needs make good progress. The small number of pupils with English as an additional language achieve as well as their classmates. Work in English and mathematics is often organised so that groups of pupils of high, average and lower attainment undertake different but linked activities that match their abilities well. This is a good strategy and ensures that the right level of challenge is provided for pupils. The school also helps pupils prepare for national tests through well-organised arrangements whereby the Year 2 pupils receive specific teaching from the English and mathematics co-ordinators. Additional groups are supported by the headteacher, which helps to raise their confidence and enables them to achieve well in tests. The school has not identified any pupils as gifted and talented although this has been so in the past when additional work outside school was provided when requested. However, throughout the school, teachers do too much for pupils and limit their choices of materials, equipment and ways of working, which does not help pupils to develop confidence in their own ideas.

## Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are **good**. Their moral, social and cultural development is **good** and their spiritual development is **satisfactory**. Attendance is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils' good attitudes and behaviour contribute strongly to their progress and achievements.
- Pupils' moral and social education is good with a strong emphasis on raising self-esteem and confidence.
- Attendance is below the national average.

### Commentary

9. In all classes, pupils have a good attitude towards school and enjoy their lessons. They are keen and interested to learn and they talk about their work with a sense of pride. The good and happy relationships in the school make a strong contribution to pupils' progress. Pupils know what is expected of them and they behave well and respond politely to each other and to adults. Staff have a consistent approach towards behaviour management and this successfully reinforces good behaviour through a positive system of reward and celebration. Bullying or harassment of any kind is not tolerated and the school deals promptly and effectively with any incidents. There have been no recent exclusions.
10. Pupils' personal development is good and this makes an effective contribution to their progress and achievements. Children in the Foundation Stage make good progress in the development of personal and social skills. In Year 2, pupils grow in confidence and the school has improved its provision to encourage self-discipline. Pupils' speaking and listening skills are effectively developed and they are encouraged to take on special responsibilities as classroom monitors. However, there are too few opportunities for pupils to make choices in the activities they undertake and this limits the development of confidence in their own ideas.
11. Pupils know the classroom rules well and they have a clear understanding of the difference between right and wrong. Regular opportunities are provided through the curriculum for pupils to consider the world around them and to learn to respect the feelings of others. Assemblies are used effectively to promote pupils' spiritual awareness and the opportunity to explore values and beliefs. However, opportunities during lessons are sometimes missed to further pupils' sense of wonder and appreciation of the world around them. The school is effectively encouraging pupils to develop a clear awareness of their own culture and to celebrate the richness of a diverse multi-cultural society.

### Attendance

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

Authorised absence	
School data:	7.1
National data:	5.4

Unauthorised absence	
School data:	0.3
National data:	0.4

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

12. Attendance is unsatisfactory, although the school has revised its procedures for the closer monitoring and recording of absences. The majority of pupils have a good record of attendance and are keen to come to school. The poor attendance of a small number of pupils affects the school's records, which results in an attendance rate, which is below the national average. The school is supported well by the education social worker in following up unauthorised absence. Parents are reminded regularly of the effect of good attendance on pupils' progress. The majority of pupils are punctual, although there are a small number who are regularly late.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Teaching is effective and pupils learn well. The quality of assessment is **satisfactory** overall, although there is good practice in English and mathematics. Curriculum planning is **good as is the provision for pupils' care and welfare**. Parts of the accommodation are **poor**.

### Teaching and learning

The overall quality of teaching and learning is **good**.

### Main strengths and weaknesses

- Staff have good expectations of achievement and behaviour.
- Work is planned well in mathematics and English for pupils of different ability and assessment is good in these subjects.
- Teachers do too much for pupils and restrict the choice of materials and equipment, and the way in which tasks are undertaken, which limits pupils' confidence to tackle new work.

### Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	13	13	0	0	0

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

### Commentary

13. Teaching in the Foundation Stage and in Years 1 and 2 is good as it was in the previous inspection. Staff work closely together in year-group teams to plan lessons that build in a progressive way on what the pupils know, understand and can do. The sample of pupils' work indicates that over time teaching is consistently good and sometimes very good, which has a clear impact upon the good achievement of pupils. Staff make clear their expectations that pupils will try hard and behave well. Because there are good relationships and pupils are supported well, they are keen to live up to the expectations of their teachers. Good use is made of teaching assistants and parental helpers to provide extra support throughout the school.
14. Teaching is particularly effective in English and mathematics where staff carefully plan work for groups of pupils of higher, average and lower attainment. This meets the learning needs of pupils well and enables all groups of pupils, including those with special educational needs and those speaking English as an additional language, to make good and sometimes very good progress. Also effective is the arrangement

whereby the Year 2 teachers change classes for two sessions each week so that pupils get the direct benefit of being taught by the English and mathematics co-ordinators who have high levels of skill in teaching the subjects for which they hold responsibility. Parents are also involved in the education of their children through the early morning arrangements whereby they come into school and help their children to read. This works well and boosts the progress pupils make.

15. Staff in the nursery have a good understanding of the learning needs of young children and build in opportunities for the children to make choices in the activities they undertake. However, in reception and Years 1 and 2, teachers control what pupils do too much. This limits pupils' creativity, imagination and confidence in their own ideas and makes them very reliant on adults. Similarly, there are too many worksheets, some of which are not well matched to the previous level of work and are of limited use in moving pupils' learning forward. These factors inhibit the development of different recording styles and the development of a wider vocabulary in subjects, including science, and to some extent in mathematics.
16. School assessment routines are satisfactory overall and are generally good in English and mathematics, where staff track progress meticulously. Staff keep very careful records of pupils' work although a lot of this work, particularly the large amount on worksheets, is undated and untitled which makes it of limited use for formal assessment purposes. The school is working hard to extend assessment and recording procedures across the curriculum through the development of portfolios of pupils' work. Some of these, as in history, are good and a useful tool for teacher assessment. Satisfactory use is made of assessment information overall, although this is often good in English and mathematics. However, as yet the school does not set individual targets for the small steps needed to raise standards further.

## **The curriculum**

The curriculum provided by the school is **good** but parts of the school accommodation are **poor**.

### **Main strengths and weaknesses**

- Parts of the school accommodation are poor and this has a restricting impact on pupils' learning.
- Cross-curricular links between subjects are strongly developed.
- Provision for pupils with special educational needs is good.
- Insufficient opportunity and planning for independent and investigative work limits attainment and achievement, especially in mathematics and science.

## **Commentary**

17. The balance between subjects of the National Curriculum is good and all areas of the curriculum are taught regularly providing good continuity of learning. A positive feature of the curriculum is the well-established three-year topic cycle, which enables good integration of subjects while maintaining a clear focus on learning in each subject. The core skills of literacy, numeracy and information and communication technology are developed satisfactorily within subjects. Teachers' weekly plans are supported well by the yearly plans, which have been adapted over time to accommodate curriculum developments, such as the introduction of personal, social and health education. At all levels, planning has a clear focus on learning, but because teachers place too much emphasis on telling pupils what to do this leads to a lack of regular opportunities for

pupils to think for themselves, work independently and develop skills in investigation. In mathematics and science, where investigation skills are a key element of the curriculum, this limitation has an adverse effect on learning.

18. The curriculum is planned and managed well to accommodate the needs of all pupils and attention to inclusion and equality of opportunity is good. For example, a small number of pupils with special educational needs are in classes which do not match their age group, and great care is taken to ensure that their learning and social needs are met. Provision for pupils with special educational needs is generally good as activities are well matched to their ability.
19. The school provides satisfactory support for learning and enrichment outside the school day. There are no extra-curricular activities in the form of clubs out of school hours, but visitors from the local community and further afield contribute to learning. Pupils have opportunities for some educational visits to extend their learning in subjects such as history, science and religious education, although the number of visits is not extensive. Provision for personal, social and health education and citizenship is satisfactory and contributes to pupils' good relationships and consideration for each other. The school has an adequate number of teachers who are suitably qualified and experienced to teach the National Curriculum. Resources for learning are satisfactory in all areas of the curriculum.
20. The school works hard in the current difficult circumstances to try to create an attractive and stimulating learning environment for pupils. However, overall the accommodation is in poor condition and problems with the building are a constant disruption to the life of the school. The accommodation for the youngest children is satisfactory. The separate hall is in a very dilapidated state of repair and presents a health and safety issue through large areas of peeling paint hanging from the ceiling and several broken windows with temporary seals. The school experiences difficulties at certain times of the year when the hall floor becomes dangerous and therefore unusable. This limits pupils' opportunity for physical education and the use of the large space for assemblies and other activities. The hall is also used as a dining room and in its present state provides poor and unhygienic facilities. Parts of the main building are currently under scaffolding following the recent appearance of cracks in the walls. The design of the accommodation is unsatisfactory due to the need for several classrooms to be in constant use as walkways to access other classrooms. This can be disruptive to pupils' concentration and disturbs teaching and learning. In addition, some of the classrooms are very small and too cramped for some practical learning activities.

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

The procedures to ensure pupils' care, welfare and safety are **good**. Pupils' achievements and personal development are consistently monitored and staff provide **good** support, advice and guidance. Pupils are involved **well** in the life of the school.

### **Main strengths and weaknesses**

- The school is a happy environment where pupils are valued and well cared for.
- All adults in the school know pupils well and are alert to their individual needs.
- The good procedures for the close monitoring of health and safety issues are consistently followed.

## Commentary

21. The school pays good attention to the constant monitoring of health and safety issues presented by the current problems with the accommodation. The headteacher and the caretaker conduct regular risk assessments and checks of the building and equipment. Child protection procedures are good and the school is vigilant in monitoring and following-up any issues of concern. Pupils are well cared for in school and staff ensure that they are happy and well settled. Pupils' personal development and achievements are monitored well by teachers who know their pupils well. Pupils respond very positively to the caring environment and this makes a strong impact on their progress and their attitude towards school. The good relationships and the school's positive ethos of celebration and encouragement help pupils of all abilities to develop self-esteem and to grow in confidence.
22. Pupils with special educational needs are well cared for in classrooms. Experienced learning support assistants provide good additional support for individual pupils and small groups, both academically and where there are behavioural problems. Good induction arrangements ensure that children settle quickly into school routines. Parents are involved well in the induction process through visits and consultations and they are encouraged effectively into a partnership of care and support for their child.

## Partnership with parents, other schools and the community

The school has **good** links with parents. Links with the community and other schools are **satisfactory**.

## Main strengths and weaknesses

- Parents are welcomed into school and a close partnership is encouraged.
- Many parents support the work of the school well and provide good support for learning at home.
- Information to parents is satisfactory, but could be improved.

## Commentary

23. The school works hard to involve parents in the education of their children and welcomes them into school. Each morning a significant number of parents are seen in classrooms reading with their children, looking at work and talking to teachers. Parents feel that staff are approachable and the majority are confident that their questions and concerns will be dealt with promptly and effectively. Parents are informed of school activities through regular newsletters and explanatory leaflets containing guidance on the teaching of reading and writing. Many parents provide valuable help with their children's learning at home, but a significant minority finds it difficult to maintain a partnership with the school. A group of parents and members of the community help regularly in classrooms, which enriches the curriculum and enables the school to provide additional learning experiences for pupils.
24. Although parents receive some indication in the newsletters about curricular topics, this is too limited to ensure that they are fully aware of what is being taught and how they can provide appropriate help at home. Some parents are unsure about the school's arrangements for homework although the school tries to make this clear. A few parents are concerned that the reports are not sufficiently pertinent to individual pupils. Inspectors agree that there are inconsistencies in the quality of reports and that the lack of individual targets for pupils may limit parents' understanding about their children's progress and what they have to do to improve.

25. The school has satisfactory links with the community and visitors from the local area help to enrich the curriculum. Since the last inspection, the school's business link has been forced to withdraw their volunteer staff who provided valuable support for individual pupil readers. Links with other schools have improved and there are now stronger curricular links with the junior school, some shared activities and training days for staff.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is **good**. The headteacher provides **good** leadership and management is effective. Governance of the school is **good**.

### **Main strengths and weaknesses**

- The headteacher provides good leadership for the school, she has very good vision for development and is supported by a loyal staff.
- The governing body is well informed of school strengths and plays a full role in supporting the school.
- Financial management is good.
- Management in the core subjects and the Foundation Stage is good, but improvement has been slower in some of the foundation subjects.

### **Commentary**

26. Leadership and management since the previous inspection have focused successfully on raising standards, especially in the core subjects of English, mathematics and science. The headteacher is a good leader with a clear understanding of the needs of the young pupils in her school. The school has no deputy headteacher, but has designated a member of staff as senior teacher. She and the rest of the staff offer good support in the day-to-day management of the school. There is a strong ethos of teamwork in the school. The good quality of care and support offered is reflected in the improvement in spiritual, moral, social and cultural education since the previous inspection. Good use is made of assessment data in English and mathematics to show variations in progress and achievements of individuals and year groups. The quality of the profiles constructed for individual pupils in English are a particularly good example of the effective management of learning in that subject. Mathematics has been an effective recent focus for further development and the school is extending the monitoring of teaching and learning in the foundation subjects.
27. The headteacher, senior teacher and the efficient school administrator form an effective team for the daily leadership and management of the school. In this they have the backing of the subject co-ordinators, although some co-ordinators have not fully developed their roles in leading curricular developments and innovation in a clearly focused manner. Leadership and management of the Foundation Stage are good and characterised by the very strong teamwork of all staff involved. Provision for pupils with special educational needs is good overall and early detection of need is a feature of the action taken to support the children and pupils concerned. Good curriculum policies and schemes of work back teaching and learning.
28. Setting priorities in the school improvement plan is a joint enterprise and the process allows for contributions from governors, staff and parents. In recent times, the school has been subject to a series of events involving serious problems with the structure of the main building and other crises. Whilst the issue to improve pupils' opportunities to make choices in their learning was identified in both previous inspections of the school,



this has not been addressed as effectively as it could have been. However, evidence from the inspection indicates that the rate of progress in areas identified in previous reports has begun to improve and the school is in a position to move forward more quickly. The significant problem of the quality of the accommodation is set to be addressed with recently approved spending on major refurbishment and the governing body takes much credit for its steadfast pursuit of the need for this work.

29. Financial management and control is good. Despite severe budgetary constraints, the governing body has maintained a good level of staffing and support staff are well deployed in making a significant contribution to the success of the school. Funds are managed very well and the headteacher and administrator ensure that expenditure reflects best value for money. Additional funding is obtained from fund-raising efforts by school, parents and other members of the local community. The declining quality of the accommodation in the original main building has, in recent years, presented a barrier to learning, especially as the overcrowded classrooms make it very difficult for practical work to be carried out.

### Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	485 865	Balance from previous year	-9 460
Total expenditure	485 020	Balance carried forward to the next	-8 615
Expenditure per pupil	2 252		

30. Relationships between the school and the governing body are very good. Governors are well informed as to the strengths and weaknesses of the school and are able to offer support and critical friendship. The chair of the governing body is a frequent presence in the school and is especially well-informed on curricular matters and provides very effective leadership of the governors. Other key members of the governing body also visit the school on a regular basis and have a close working relationship with all members of staff. The school is held to account for the delivery of the statutory curriculum and supported in its attempts to broaden the curricular opportunities for all pupils. The governors have played an especially crucial role in campaigning for the major structural improvements required by the school as part of their attempt to raise the quality of educational provision offered.

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

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

The quality of provision in the Foundation Stage is **good**.

#### **Overall strengths and weaknesses**

- The quality of leadership and management is good and teamwork is especially strong.
- Teachers' expectations of the children are good and this has a significant impact on the rate of progress.
- Tracking achievement through assessment and profiles is good.

#### **Commentary**

31. Children enter the nursery on a part-time basis in September and January. They remain in either morning or afternoon groups throughout the year. Nursery provision in the local area has been expanding and some decline in school numbers of admissions is taking place. The analysis of attainment on entry suggests that this is having a negative impact on standards. At the time of the inspection, data indicates that attainment on entry is well below average for the majority of children. Children in the nursery are located in a purpose built classroom, which, unfortunately, lacks direct access to the adjoining reception class area. From the nursery, children transfer to one of two reception classes staffed by one full-time teacher and two teachers who job-share. The Foundation Stage co-ordinator offers good leadership and manages a highly effective team. Teaching assistants make a significant contribution to the overall effectiveness of the team. This ensures a good quality of education for the children in the Foundation Stage. Planning is usually detailed and fully integrated with the requirements of the early learning goals in both nursery and reception classes.
32. Because teachers have a good understanding of the needs of young children, the quality of learning is good throughout the Foundation Stage. From the point of entry into the nursery, good assessment procedures ensure that individual needs are catered for well and staff have a clear understanding of the variation in progress between individual children. From the often very low standards on entry, children achieve very well, although only a minority attain the early learning goals in all areas by the time they enter Year 1. Children in the Foundation Stage have access to a play area that is well equipped with wheeled toys and medium-size climbing apparatus. Each of the classrooms is well equipped, light and modern, but the lack of a direct connection between the nursery and reception classrooms inhibits some activities. The achievement of children in the Foundation Stage has improved since the time of the previous inspection.

#### **Personal, social and emotional development**

The quality of provision in children's personal, social and emotional development is **good**.

#### **Strengths and weaknesses**

- The quality of relationships and the caring ethos throughout the Foundation Stage are a strength.
- Very low standards on entry inhibit aspects of early learning.

## Commentary

33. The good quality of teaching and learning and the strong emphasis on care and support ensure that children make very good progress and achieve well in this area of learning. By the time they enter Year 1, a majority of children are likely to gain the early learning goals in this aspect of learning. All staff work hard to overcome the initial difficulties on entry in communicating with children with poor language skills. Care and kindness ensure a favourable response from children so that, by the time they are in the reception class, they have become intrepid communicators, even when their vocabulary is still very limited. The solitary nature of many of the children in the nursery is overcome very well as they are encouraged in sharing their activities and achievements.

## Communication, language and literacy

The quality of provision in communication, language and literacy is **good**.

### Strengths and weaknesses

- The quality of teaching is good, and staff organise a good range of activities to help overcome the low standards on entry.
- Good use is made of information and communication technology to broaden children's use of language.

## Commentary

34. The good quality teaching ensures that children make good progress and achieve well throughout the Foundation Stage. A significant minority of pupils will reach the early learning goals in this area of learning by the time they enter Year 1. The good foundations set for language development for all children are a significant factor in the eventual high standards reached by pupils in Year 2. Language skills on entry to the nursery are very low for a majority of children and staff make very good use of structured and incidental opportunities for improving basic language skills. Good use is being made of the recently purchased laptop computers in the reception class. Early reading and writing skills are slow to emerge and, even in the reception class, children have some difficulty in recognising the symbols and words that relate to their own name. Spoken language is encouraged through role-play and the creative use of apparatus in outdoor play. Teachers use stories, rhymes and jingles to good effect and children respond very well to the encouragement they receive.

## Mathematical development

The provision in mathematical development is **good**.

### Strengths and weaknesses

- The quality of teaching is good, staff organise lots of practical activities and children make good progress and achieve well.
- Good links are established with other areas of the Foundation Stage curriculum.

## Commentary

35. Children enter the nursery with very poor skills in mathematical development. As a result of the good teaching throughout the Foundation Stage, a significant minority achieve the early learning goals for this area of learning by the time they enter Year 1.

Teachers use a wide range of strategies and apparatus to ensure that children have a broad experience of the joy of number. The use of counting and number rhymes makes good links with the development of language. Throughout the day, numbers are emphasised and children have a good sense of the number of children allowed in the designated areas, such as the playhouse. They are especially adept at counting the number of rewards in the good achievement jar and, by the end of the reception class, they have a good awareness of the ordering of the day into phases such as break times and lunch times.

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

The provision in knowledge and understanding of the world is **good**.

### **Strengths and weaknesses**

- The quality of teaching is good, staff use the school environment well and children make good progress and achieve well.
- The use of information and communication technology is having a positive impact on learning.

### **Commentary**

36. Children enter the nursery with very low standards in their knowledge and understanding of the world. Good teaching ensures that progress and achievement are good and a significant minority of children achieve the early learning goals in this area of learning by the time they enter Year 1. Staff in the nursery work hard to break down the barriers that solitary play poses for the growth of knowledge and understanding and a good range of resources allows children to experience the use of simple construction and electronic equipment. In the reception class children now have access to laptop computers and are engaging with the world of technology in a number of contexts. By the time they enter Year 1, children have developed a sense of enquiry and investigation through their use of apparatus and play with sand and water. Teachers use incidental opportunities well, such as changes in the weather, to encourage children in their understanding of the environment around them. The major festivals and ceremonies in the Christian faith and events such as the Chinese New Year are used successfully to develop an understanding of the multi-faith society in which they live. Birthdays focus on the shared experiences of parties and present giving to link this area with personal and social development.

### **Physical development**

The provision in physical development is **good** because particularly effective use is made of outdoor accommodation.

### **Strengths and weaknesses**

- The quality of teaching is good, staff make wide and effective use of outdoor play facilities which encourages the growth of healthy bodies.
- The accommodation for indoor physical education is unsatisfactory as the school hall is in a poor state.

### **Commentary**

37. The good quality of teaching throughout the Foundation Stage ensures that the majority of children achieve the early learning goals in this area by the time they enter

Year 1. Very good use is made of the outdoor play area and its irregular and undulating shape provides many opportunities for children to practise their physical skills. In outdoor play and in the classroom children show a respect for their own safety and that of others and they have a good sense of movement and balance. Facilities for indoor lessons are unsatisfactory as they take place in an old and unsuitable building that is also the school hall. Good teaching ensures that the opportunities for the growth of physical skills in art such as brush and scissors control are fully utilised.

### **Creative development**

Provision in creative development is **good**.

### **Strengths and weaknesses**

- The quality of teaching is good, good use is made of the outdoor environment, which ensures that children grow in their creative imaginations and skills.

### **Commentary**

38. Good teaching throughout the Foundation Stage ensures that children make good progress and achieve well in this area of learning. By the time they enter Year 1, the majority of children achieve the early learning goals. Children have many opportunities for creative play and associated activities. They enter the nursery with very limited skills and are often reluctant to pursue creative use of toys and apparatus without close adult guidance. Sharing is very difficult for the vast majority. Through role-play, they come to be at ease with each other and the skills of sharing and joint play grow effectively. In the reception class further good use is made of role-play and the use of apparatus to encourage children in their creativity. Good use is made of the outdoor play area to give children the opportunity for expanding their creative skills into the use of large apparatus, both mobile and fixed. The singing and reciting of simple rhymes relating to books and number and the use of a range of untuned percussion instruments are also having an impact on the children's knowledge and understanding of the world.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

The quality of provision in English is **good**.

### **Main strengths and weaknesses**

- High standards have been maintained since the time of the previous inspection.
- Pupils achieve well and overcome the very low standards on entry to the Foundation Stage.
- The quality of the accommodation poses significant barriers to learning.
- The quality of teaching is good because pupils spoken vocabulary is developed well, and teaching is at its strongest in Year 2 where high standards are achieved.
- Very good use is made of assessment in Year 2 and the gathering of levelled work into pupil portfolios is effective.

## Commentary

39. The high standards identified by the previous inspection have been maintained. Data from national tests over the past four years shows that standards in reading and writing in comparison with all schools have been above average. When compared with similar schools, standards have been well above average. This represents a strong performance given that standards on entry, particularly in communication, language and literature have been falling.
40. Evidence from the inspection indicates that standards will be maintained above average, but that the present Year 2 cohort may be less likely to reach standards that are well above average when compared with similar schools. Pupils benefit from good teaching in Year 1 and particularly strong teaching in Year 2. Planning is good and reflects the secure knowledge and understanding of all teachers. In Year 1, worksheets form a significant part of the activities undertaken by the pupils. These are not always dated and annotated sufficiently to be useful as part of the assessment process and sometimes limit the development of different writing styles. Marking of pupils' books is well focused and helps individuals understand what they can do to improve. In Year 2, templates for writing rather than worksheets are used to very good effect and the structure of the templates gives pupils added confidence in their written work. Pupils' work has been gathered into comprehensive portfolios and assigned a level to assess the progress and achievement of individual pupils. The quality of the marking and assessment indicates the strong commitment to inclusion and equality of access that is part of the caring and supportive ethos of the school.
41. In class, the vast majority of pupils listen respectfully and attentively to their teachers. Sometimes they lack the initiative to speak spontaneously, but have the confidence to do so if asked. Teaching is aimed effectively at improving pupils' spoken vocabulary and, by the end of Year 2, the improvement from the point of entry into the Foundation Stage is sometimes remarkable. Higher-attaining pupils begin to take a more innovative approach to the use of the spoken word, but the overcrowded nature of the classrooms inhibits pupils' ability to move freely in accessing vocabulary aids, such as dictionaries and wordbooks.
42. Good use is made of the reading resources in supporting standards. Group and individual reading are prominent in teachers' planning and all pupils enjoy the use of the library in selecting books for independent reading. When reading in the classroom clarity and precision in pupils' pronunciation is encouraged as part of the development of skills in speaking. Pupils are supported well in their reading in daily sessions, when parents are encouraged to stay with their children and read for a while at the start of the day. However, some parents are concerned about the use of older reading materials, which do not reflect children's interests.
43. Standards in writing have been maintained at a high level and pupils take pride in the quality of their written work. Higher-attaining pupils, in particular, see writing as a significant measure of their own learning and progress, and their portfolios encourage this. In discussion, a selection of pupils from Year 2 identified writing as a favourite activity. Pupils write with neat and tidy handwriting and this contributes to the overall pride they have in their work.
44. Leadership and management of the subject are good and the co-ordinator is supported well by teachers and teaching assistants who make a significant contribution to learning. Very good assessment records have been maintained by the co-ordinator and she has a substantial overview of the progress made by groups and individuals.

## Language and literacy across the curriculum

44. Provision for the development of language and literacy across the curriculum is good. Written work and discussions in lessons demonstrate the good emphasis being placed on the extension of literacy skills into other subjects, such as history and religious education. Good use is also being made of information and communication technology to support language and literacy.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- The subject co-ordinator works very effectively in diagnosing areas for improvement and in leading the staff team in the areas for development.
- Pupils have good understanding of numbers.
- The school has identified a weakness in mathematical problem-solving skills and has extended these activities, although the use of too many worksheets limits this development in some activities.

### Commentary

45. Pupils achieve well in mathematics and a significant number achieve very well from a low start. Standards in mathematics are average at the end of Year 2 as they were in the previous inspection. However, following that inspection standards fell and were below those in reading and writing for several years. As a result of the disappointing achievement in national tests the subject co-ordinator set about identifying why pupils did not do as well in mathematics. Assessment information, the observation of teaching and learning, and scrutiny of pupils' work identified that whilst having generally good understanding of numbers, the pupils were often not able to use and apply their understanding of mathematics in problem-solving activities. When pupils knew what they had to do they could carry out calculations well, but when faced with unfamiliar activities they lacked confidence in their ability to work out the answers.
46. Teaching and learning in the subject are good overall. The teaching of the mathematics co-ordinator working in both her own and the other Year 2 class for two sessions each week is very good and has a pivotal impact upon pupils' attainment. Staff plan activities carefully and generally have good expectations of what the pupils can achieve. However, the sample of work indicates the overuse of photocopiable worksheets, a small number of which are too easy for pupils and do nothing to develop their mathematical vocabulary and style of recording their findings. Overall, provision in mathematics has been improved since the previous inspection.
47. Leadership and management of the subject are very good. The co-ordinator has a very good grasp of her role and has worked closely with staff to build in more open-ended activities, where pupils are expected to find out answers to problems themselves. Pupils enjoy creating addition and subtraction sums when throwing at skittles, and carrying out traffic surveys and using the data gained to find out what vehicles went past the school most often. These activities have had a very positive impact on pupils' interest and confidence in the subject, culminating in last year's talented group of pupils achieving very well in national tests.

## **Mathematics across the curriculum**

48. There are satisfactory opportunities for pupils to extend their mathematical thinking in other areas of the curriculum, including in science and design and technology. However, the sample of recent work indicates that not much use is made of information and communication technology in Year 1 classes.

## **SCIENCE**

Provision in science is **satisfactory**

### **Main strengths and weaknesses**

- Children achieve well in science, including their knowledge and understanding of the world around them from a low starting point.
- A cramped learning environment causes difficulty for practical activities in some classes.
- Unsatisfactory provision for independent and investigative activities adversely affects attainment and achievement in this strand of science

### **Commentary**

49. In 2003, teacher assessments in Year 2 indicated that almost all pupils achieved at least the standard expected. Inspection findings are that standards are average for pupils of this age in most areas of science, as they were in the previous inspection. From a low starting point, pupils achieve well. Pupils have reasonable recall and understanding of what they have found out about life and living processes, materials and their properties and physical processes. However, standards and achievement are lower in the area of scientific enquiry, which depends on the development of investigative skills. Pupils with special educational needs and those speaking English as an additional language have similar levels of achievement to others in their age group.
50. Teaching and learning are satisfactory overall, with some good aspects including subject knowledge, motivation of pupils and productive teamwork with support assistants so that pupils engage well with their science lessons. Planning is thorough, but with an over-dependence on teacher-led activities, providing insufficient opportunity for independent activities where pupils make choices and develop skills of enquiry and investigation. School planning does not provide enough guidance for teachers in the progressive development of these skills. Teaching spaces are small and do not easily accommodate the number of pupils in a class. This presents difficulties for practical work, which requires space for handling equipment and movement by staff and pupils, and adversely affects achievement in scientific enquiry. Where pupils are provided with worksheets in the form of frameworks to support the development of recording skills their learning is helped. For some topics, undemanding worksheets, which do not engage pupils' thinking, especially for more able pupils, are used too often.
51. Leadership and management are satisfactory. The co-ordinator has a clear and pertinent vision of future development and has identified the need for more investigative activities and a focused system of assessment to enable the tracking of pupils' progress across the subject. Although relevant analysis and research has been carried out. The pace of improvement has been too slow because action has not been well-focused on identified weaknesses. Opportunities are planned for the co-ordinator



to observe lessons, but these have not yet taken place so the monitoring of teaching and learning, as an aid to raising standards is limited.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average overall and pupils achieve very well.
- The subject co-ordinator has brought about considerable improvement in the subject and has a clear vision for future development.
- There are insufficient opportunities for monitoring teaching and learning.

### **Commentary**

52. Standards in information and communication technology are above average for the age of the pupils across the school, which shows a rise in standards since the previous inspection. Pupils have a good understanding of the breadth of ICT applications and, in particular, can describe very well the uses of computers and control technology in everyday life. Pupils, including those with special educational needs and those speaking English as an additional language, achieve well. This is as a result of improvements in resources and management of the subject since the last inspection
53. The school has purchased a range of hardware to including digital photographic equipment and laptop computers that provide flexible learning opportunities accessible in all classrooms. The school is aware that some areas of the information and communication technology curriculum, including access to the Internet need further development so that opportunities are provided to enable pupils to reach higher levels, and plans are in hand to introduce this facility.
54. Although no lessons were observed during the inspection, examination of work and discussion with pupils shows that teaching is good overall. Discussions with staff indicate they have worked hard to improve their skill and confidence, and training has been provided so that teaching assistants can support pupils well in small group work. Planning is thorough, and teachers are beginning to use a good, systematic approach to assessment, which is designed, when fully established, to allow tracking of pupils' progress in the subject.
55. Leadership of the subject is good overall. Directions for improvement are clearly identified and the co-ordinator has been effective in moving the subject forward, including ongoing training and support for colleagues. Management of the subject is satisfactory, however the co-ordinator does not have enough opportunities to monitor and evaluate the quality of teaching and learning which limits the ability to analyse how to raise standards further.

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

56. The integrated approach to planning helps promote the inclusion of information and communication technology across the curriculum. Although this is currently satisfactory, there is ongoing development to increase it further, including the continued acquisition and cataloguing of a range of subject-related software.

## HUMANITIES

57. As no lessons were seen in geography or history, a judgement cannot be made about provision, standards or achievement in either subject.
58. In **geography**, an examination of teachers' plans, a limited sample of work and discussions with pupils show that a balanced curriculum is in place, which is carefully planned to ensure continuity of learning. There are good links to other subjects including English and information and communication technology. Satisfactory use is made of the local environment so that pupils develop an awareness of features of their locality and they have a good understanding of the use of map co-ordinates. Opportunities for monitoring of teaching and learning by the co-ordinator are inadequate, so that she has limited evidence on which to base plans for developing the subject.
59. In **history**, a scrutiny of pupils' work indicates that good curriculum planning is in place for these pupils and they make at least satisfactory progress. Pupils talk with interest about what they know of different historical events and the famous people they have found out about. The subject co-ordinator has produced a good portfolio of assessed work to act as a guide both for curriculum planning and for teacher assessment. However, there have been no opportunities to monitor the quality of planning, teaching and learning in a continuous manner. This makes it difficult for the co-ordinator to be aware of areas for further improvement.

## Religious education

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

## Main strengths and weaknesses

- Standards are above those expected in the Locally Agreed Syllabus by the end of Year 2.
- Teaching is good because teachers plan activities to link to other areas well.
- The subject makes a good contribution to the spiritual, moral, social and cultural development of pupils.
- Pupils do not have enough opportunities to learn about other faiths at first hand.

## Commentary

60. Standards are above those expected in the Locally Agreed Syllabus by the end of Year 2, which is an improvement since the previous inspection. Pupils of all abilities achieve well in the subject because of the good teaching. Attitudes towards religious education are positive and, by the end of Year 2, pupils have a surprising maturity that enables them to talk seriously about the significance of a belief in God. In discussion, pupils show a respect for other faiths and beliefs and they know that many people in Britain are not Christians. Pupils have a good awareness of the importance of festivals and ceremonies, such as Christmas, Easter and baptism. They know too that festivals such as Diwali, Hanukah and the Chinese New Year are major events for people of other cultures and faiths. Sensitive use of artefacts has helped pupils in their understanding of other faiths and they know that Holy Books are a common factor in all of them and can identify the Bible as the Holy Book for Christians.
61. The quality of teaching and learning is good. Teachers take an open approach to the teaching of religious education and make important links with the spiritual, moral, social and cultural development of the pupils in their classes. Good links are also

drawn between religious education and the moral issues that arise in circle time and personal, social and health education. Pupils have opportunities for reflecting on what they have learnt and this increases their awareness of spirituality and faith.

62. The role of the co-ordinator is satisfactory and the school is in the process of developing the role further, in order to provide more leadership and management, which are too much the responsibility of individual teachers at present. At the present time, too few opportunities are available for pupils to visit centres for other faiths and they have few visitors into school from other faith communities. The school plans to create assessment procedures for monitoring the work and progress of individuals and groups, especially as the Locally Agreed Syllabus has been modified recently.

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

63. No lessons were seen in **design and technology**, therefore no judgements could be made about provision, or achievement. Examination of teachers' plans, pupils' work and photographic evidence of classroom activity show that a balanced curriculum is carefully planned to ensure pupils experience opportunities for designing and making items using a range of materials and techniques. Pupils have good opportunities for working with food, textiles, card, construction kits and recycled materials, and show skills in disassembling products to aid their designs. Higher-attaining pupils produce annotated plans for their product, and teachers provide different levels of challenge to ensure that all pupils have opportunities to make progress.
64. **Music** did not form a focus for the inspection and only a limited amount of information was available. It is therefore not possible to make judgements about provision, standards overall or achievement. Pupils are able to discuss their use of instruments and they have been involved in making simple compositions. Singing on occasions such as assemblies is of a satisfactory standard.

### **Art and design**

Provision in art and design is **satisfactory**

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

- Teachers control the choice of art materials, equipment and the type and organisation of activities too much, which stifles pupils' confidence, creativity and imagination.

#### **Commentary**

65. Standards in art and design are average as they were at the time of the previous inspection. Pupils achieve satisfactorily, but some could achieve more if given scope to develop their individual talents. Pupils have reasonable skills in drawing, painting and making collages. Pupils have satisfactory opportunities to work in the style of famous artists and there are satisfactory links with cultural and multi-cultural celebrations and festivals, where pupils draw pictures and make simple items such as paper lanterns to celebrate Chinese New Year. They handle simple tools, such as scissors and glue spreaders with reasonable skill.
66. Teaching and learning in art and design is broadly satisfactory as pupils are taught a reasonably good range of techniques to move their learning forward. However, a weakness is that teachers overly control the types of activities the pupils undertake. For instance, teachers determine the type, colour and size of papers and paints, even

when pupils are keen to choose these for themselves. Staff demonstrate to pupils what to do, such as printing a pattern and then ask the pupils to replicate this, which allows little scope for individuality. On too many occasions and as seen widely in samples of work and school displays, adults draw figures or items for the pupils to simply colour in a pre-ordained shade. This stifles pupils' creativity and imagination and limits the development of confidence and pupils' own ideas.

67. Leadership and management of the subject are satisfactory and the co-ordinator organises resources satisfactorily. However, there are very limited opportunities for the co-ordinator to monitor the quality of teaching and learning and this limits her ability to diagnose where areas for further improvement lie. Whilst the display of pupils' work is neat and carefully done, too often this work is simply decorated by pupils and not drawn by them and is an area for development.

### **Physical education**

Provision for physical education is **satisfactory**

#### **Strengths and weaknesses**

- Accommodation for indoor physical education is unsatisfactory and imposes limits on teaching and learning.
- The subject leader has good subject knowledge and manages the subject well.

#### **Commentary**

68. Inclement weather during the course of the inspection restricted lessons to the school hall. This is an old structure, separate from the main school, built for wartime use. It tends to be cold and inhospitable, with an unyielding floor and very poor acoustics. This places limits on the activities that staff can organise. Teachers do very well to conduct satisfactory lessons in this environment, where the lack of storage space creates further hazards. In addition, the space is used as the dining hall each day. Lessons are planned and organised well and good use is made of the resources available. Pupils in each year group use the space with good recognition of the need for safety for themselves and others and they have good attitudes towards healthy exercise. Overall achievement is satisfactory.
69. The quality of teaching and learning observed in the inspection was satisfactory. Some lessons involve dance and drama and these are popular with the pupils who respond creatively when given the opportunity to do so. As part of the provision for dance and drama, the school has accumulated a good collection of music to support teachers in their planning. Links with the nearby junior school give pupils occasional access to a grassy field and they are able to hold their annual sports day there. Lack of access to a field on the school site also imposes some restrictions on the range of activities available, which impacts on the development of ball skills. On the basis of the evidence available during the course of the inspection standards and progress have been maintained at a satisfactory level since the time of the previous inspection. Leadership and management of physical education are good. The co-ordinator has good subject knowledge and has monitored planning and learning over time. The music collection to support dance and drama has been matched to the needs of the curriculum well to assist teachers in their planning.

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

Provision in this area is **satisfactory**.

70. Staff view the all-round development of pupils as important. The school has recently made suitable efforts to introduce activities that extend pupils' understanding and experiences in different areas of their personal development. Staff organise some circle time discussions where pupils have opportunities to discuss their experiences and feelings. Work is often linked to the religious education curriculum and provides satisfactory opportunities for pupils to think about friendships and what their families mean to them.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	6
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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