

# INSPECTION REPORT

**WESTFIELD WATTON COUNTY INFANT AND  
NURSERY**

Watton

LEA area: Norfolk

Unique reference number: 120996

Headteacher: Mrs L Craig

Lead inspector: Ian Naylor

Dates of inspection: 5<sup>th</sup> - 7<sup>th</sup> July 2004

Inspection number: 263580

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 pupils:	3 to 7 years
Gender of pupils:	Mixed
Number on roll:	218
School address:	West Road Watton Thetford Norfolk
Postcode:	IP25 6AU
Telephone number:	01953 882669
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Keith Gilbert
Date of previous inspection:	16 <sup>th</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

Westfield Infants is an average sized school of 244 boys and girls, set in a rural town. The majority of pupils are from white British backgrounds, but eight are from other white ethnic origins. There are no pupils in public care. There are five pupils for whom English is not their main language or who are at an early stage of language acquisition. There were two fixed-period exclusions in the last year, relating to one pupil. There are three pupils with a statement of special educational need, and 43 pupils have special educational needs requiring school action. This is below the national average. Pupils are from family backgrounds representative of a cross-section of the community, but with many families in the lower socio-economic groups; the number of pupils receiving free school meals is broadly in line with the national average. Attainment on entry for most pupils is lower than the national average. Most of the current pupils are from the immediate area. The school received the Schools Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20906	Ian Naylor	<i>Lead inspector</i>	Science; Geography.
9030	Bob Love	<i>Lay inspector</i>	
27654	Robina Scahill	<i>Team inspector</i>	English; Foundation Stage; Music.
10668	David Walker	<i>Team inspector</i>	Mathematics; Design and Technology; Physical Education; Religious Education; History.
1723	Michael Merton	<i>Team inspector</i>	Information and Communication Technology.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school that has been effective in raising pupils' standards so that they are now good.** The headteacher's very good qualities of leadership help to inspire very good teaching from a committed staff team. School governors and senior staff are effective. There is a caring atmosphere in the school, where very good relationships between staff and pupils help to encourage positive attitudes to learning. The school enjoys the backing and involvement of parents and has strong links with other local schools and the local community. The school provides good value for money.

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

- Standards in English and mathematics have steadily improved and are now very good.
- Teaching is very good.
- Leadership and management are good.
- The school is a happy, safe and well-organised place, in which relationships are promoted very well so that pupils of all abilities can learn and make progress.
- The curriculum is adequate but lacks elements that would enable pupils to become more creative and to have wider opportunities for clubs and sport.
- Parents are involved well in the life of the school.
- The school benefits from very close links with other local schools.
- Staff skills in dealing with the challenging behaviour of a few pupils need further development.

The school has developed well since the last inspection. Governors have improved their strategic view of the school through the school plan, which is the product of consultation with staff. They are now effective in their roles, particularly in the monitoring of the quality of provision. Teaching is monitored and supported well by senior staff, which means that the high quality of teaching has been sustained despite the recent staffing difficulties. Assessment has been significantly improved so that it is now good and helps to inform planning for teaching well. The curriculum is better planned and conforms to the requirements of the National Curriculum across all subjects, and in religious education.

### 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	C	A	A	A
writing	B	B	A	A
mathematics	B	A	A	A*

Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average.

*Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Achievement is very good by the end of Year 2** In 2003, standards in reading, writing and mathematics showed an improvement over the previous two years and were well above the national average. It seems likely that this situation will have been sustained when the results of this year's national tests and assessments have been validated. Standards in English are well above average and in mathematics they are very high. Achievement in the Nursery and Reception classes is good.

Pupils meet the Early Learning Goals by the time they move into Year 1. Achievement is good in science, art, music, history, religious education and information and communication technology (ICT). Pupils with special educational needs (SEN) and those whose first language is not English make good progress.

**Pupils' personal development is good. Attitudes and behaviour are good. The spiritual moral, social and cultural development of pupils is also good.** Staff have very good relationships with pupils and know them very well, and this helps pupils with their learning. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are very good.** Teaching is good in English, mathematics, science and ICT. It is good in the Nursery and Reception class. Particularly effective help is given by teaching assistants to pupils with SEN and those of low attainment. They provide a high level of support, particularly when there are staffing difficulties. Teachers plan well and provide a good range of interesting and relevant activities. They have good expectations of pupils' behaviour and participation. Assessment is good and teachers know pupils' abilities well and plan for their individual needs. The curriculum is satisfactory overall, with very good provision for SEN pupils of all abilities and backgrounds, such as those whose first language is not English. The school is a safe, caring and supportive place. The welfare of pupils is ensured by good procedures for child protection and health and safety. The partnership with parents is good. They receive good information from the staff about their child's progress and school events. A number of parents are actively involved in supporting school activities. The school has strong links with other schools and is well regarded in the local community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The governors give effective support to staff and pupils. They ensure that pupils are helped to achieve. The personal leadership of the headteacher is very good, providing strong direction derived from long experience, together with vision and a calm, purposeful approach. This good role model has helped to inspire staff, to sustain the high quality of teaching and to improve the overall ethos of the school. All legal requirements are met and there are good policies and planning procedures in place. Strong management systems ensure that the school continues to function well despite recent staffing difficulties. The financial administration and controls are good. The school office is efficient and provides well for staff and pupils, as well as offering a welcoming and helpful atmosphere to parents and visitors.

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

Parents think the school is good and feel that their children are taught well in a caring and friendly environment and therefore they make very good progress. Pupils are very happy to come to school and enjoy the activities provided.

## **IMPROVEMENTS NEEDED**

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

- Continue the training priorities set out in the school development plan for increasing the skills of all staff in the management of pupils with difficult or challenging behaviour.
- Increase the opportunities for creativity for pupils across all areas of the curriculum and provide more activities to enhance self-confidence and self-esteem through clubs and sporting activities outside lesson time.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

In 2003, standards showed an improvement over the previous two years and were **well above the national average** in reading, writing and mathematics. Achievement is **very good** by the end of Year 2.

#### Main strengths and weaknesses:

- Standards in English are well above average and in mathematics they are very high.
- Pupils with SEN and those whose first language is not English make good progress.
- Children achieve well in the Nursery and Reception class.
- Pupils make good progress overall.

#### Commentary

1. Standards in 2003 for Year 2, shown by the national test results at the end of Year 2, were the highest they have ever been and were well above the national average. The standards of pupils in reading, writing, and mathematics are all well above the national average; a position they have sustained over the last three years. Similarly, the performance of boys and of girls is well above the national average.
2. Inspection evidence suggests that these standards have been sustained this year. This is further supported by the initial school information and the yet to be validated national test results this summer, at the end of Year 2.
3. The sustained high quality of teaching, despite various staffing difficulties, has produced well above average standards and very good achievement in English and mathematics. Standards in science are good. In ICT they are in line with the national average. The majority of pupils meet the Early Learning Goals by the time they move into Year 1.
4. Achievement in the Nursery and Reception classes is good. Achievement is good in science, art, music, history, and religious education. In ICT, although standards reached are average, achievement by pupils recently, with the advent of the new computer facilities, is good. Pupils make very good progress from when they enter the school. Most pupils have lower than the national average levels of attainment on entry. By the time they leave the school these have risen, so that they are well above the national average.
5. Pupils with SEN and those whose first language is not English make good progress. This is a result of the inclusive policies of the school, the very good teaching and the specific strategies and targets set in individual education plans. These include specific programmes of work and additional help from well trained and experienced teaching assistants. Pupils make good progress in their personal and social development skills.

#### Key Stage 1

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

Standards in:	School results	National results
reading	17.9 (17.3)	15.7 (15.8)
writing	16.7 (15.3)	14.6 (14.4)
mathematics	18.5 (17.9)	16.3 (16.5)

There were 70 pupils in the year group. Figures in brackets are for the previous year.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school and their work are **good**. They enjoy coming to school and usually behave well. Relationships between pupils and adults are **very good**. The spiritual, moral, social and cultural development of the pupils is **good**.

### Main strengths and weaknesses:

- Pupils behave well in classes and around the school.
- Pupils have good attitudes to their work.
- There are very good relationships between staff and pupils.
- Pupils' spiritual, moral, social and cultural development is good.

6. Attendance levels are broadly in line with the national average. Authorised absence was above the national average but unauthorised absence levels are below the national average for primary schools. Most absence is due to medical or other legitimate reasons. However, there are a small minority of parents who do not appreciate the advantages of regular attendance to the continuity of their children's education. For example, they take holidays in term time.

### Attendance figure for last completed reporting year (%)

Authorised absence	
School data	5.6%
National data	5.4%

Unauthorised absence	
School data	0.3%
National data	0.4%

7. The attitudes of pupils are good. Pupils enjoy coming to school, work hard and play well together. Behaviour is generally good and is at times very good. The pupil's good attitudes and behaviour enable them to learn well. The behaviour of a very small number of pupils who have identified problems is occasionally unacceptable. On those few occasions when behaviour is unacceptable the staff work hard to manage it and to prevent it disrupting the education of others. The school has identified specific training for staff in the management of challenging behaviour and this is due to be undertaken by all staff as soon as possible. Exclusions are very rare and are used only as a last resort. Pupils, staff and the majority of parents do not see bullying as a significant problem. The school takes the issue of bullying seriously and every allegation of bullying is recorded, thoroughly investigated and the appropriate action taken.

Categories used in Annual School Census
White - British
White - other White background
Any other ethnic groups

No. pupils on roll
210
8
3

Fixed term exclusions	Permanent Exclusion
2	0
0	0
0	0

8. There are only a very small number of pupils from minority ethnic groups in the school, and these are well integrated into school life. There is no evidence of any racism.

9. There are very good relationships throughout the school and these are built on mutual trust and respect, with adults providing good role models. All the staff know the pupils very well and value them as individuals. The quality of the relationships, the trust, mutual respect and the overarching ethos of the school contribute greatly to the pupils' social development, which is good. This produces an orderly and social community in which pupils are prepared to take on and enjoy responsibilities, such as returning registers to the office or tidying their classrooms.

10. The spiritual and moral development of the pupils is good and is encouraged by a variety of means, including assemblies, circle time and discussions in religious education and other lessons.

The personal, social and health education (PSHE) curriculum plays an important part in this development. Pupils do know the difference between right and wrong.

11. Pupils' cultural development is encouraged by many means, including the celebration of religious festivals such as Divali, learning about various religions, listening to stories and music from around the world and watching Greek dancing. The cultural background of the few Portuguese or American pupils is respected and valued.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

### **Teaching and learning**

Teaching and learning are **very good** overall. **Teaching in the Nursery and Reception classes is good.**

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

- Teaching is good in many lessons and often very good. There is no teaching that is unsatisfactory.
- Teachers have a good knowledge of pupils' abilities because assessment is good and this helps them with their planning.
- Teachers make lessons interesting, expect pupils to work hard and help them when they are in difficulties.
- Teaching assistants give good specific help to pupils, especially those of lower attainment.
- Teachers mark and evaluate pupils' work well and reward good progress and effort.
- Staff skills in behaviour management are improving, but the behaviour of a minority of pupils with SEN indicates the need for further training.

### **Commentary**

12. Teaching is very good overall. There were no unsatisfactory lessons. Teaching is good in English, mathematics, science and ICT. Teaching is good in the Nursery and Reception classes. Analysis of pupils' workbooks and other records of pupils' achievement show that teaching is consistently of a high standard.

13. Teachers have very good subject knowledge and know pupils' abilities and aptitudes well. This is because they use the school's simple but effective assessment system. This helps them to track and record pupils' progress and uses examples of their work to demonstrate to parents and other colleagues that pupils have achieved specific learning objectives, such as the Early Learning Goals or National Curriculum Levels of attainment. Teachers analyse carefully the results of national tests and of teacher assessment, together with a variety of standardised tests for literacy and numeracy skills taken by pupils during the year. Using this information, teachers are then able to draw up very good lesson plans that meet all pupils' needs and provide relevant and interesting activities. Work is marked and evaluated regularly and teachers continually tell pupils how well they are doing.

14. Good use is made by teachers of reward systems such as stickers for giving pupils recognition of their good progress or effort in lessons. Many examples were seen in lessons of teachers' high expectations of pupils' behaviour and participation. This helps to create a classroom environment where learning is valued and progress is recognised. Teachers make good use of the national strategies for literacy and numeracy, together with further initiatives to improve reading skills. They make good use of parental support in lessons for hearing pupils read and helping pupils with other activities.

15. Teaching assistants give particularly effective guidance to pupils with SEN or to those of lower attainment. They provide a high quality of help in lessons when there are teaching staffing difficulties, as in the Nursery during the inspection. They are dedicated, knowledgeable and well trained in specific support programmes, such as that which helps pupils with their speaking, listening and language skills. There is strong teamwork between teachers and teaching assistants and this helps to promote high standards.

16. A very small number of pupils who have specific learning difficulties that affect their behaviour can disrupt lessons. Staff are learning how to cope with this challenging behaviour and usually manage situations well. However, there is an ongoing need to extend knowledge of behaviour management strategies to all staff so that all pupils can gain equal access to all learning. The teaching of pupils with other forms of SEN is good. Individual education plans are used well and specific learning targets for pupils are set. Teachers are aware of the small differences in the rate of learning between boys and girls and they allow for this well when planning their teaching.

**Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	10 (29%)	18 (51%)	6 (17%)	0	0	0

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

**The curriculum**

The school provides a **satisfactory** variety of learning opportunities. The curriculum meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. There has been satisfactory improvement since the last inspection.

**Main strengths and weaknesses:**

- The national strategies for literacy and numeracy are well established and help pupils to achieve very well.
- The school provides very well for pupils with SEN.
- The curriculum lacks opportunities to develop pupils’ creativity.
- There are good opportunities for pupils’ personal development.
- The curriculum is widened through a good range of visits and visitors.
- There are very good links with the junior school to ensure smooth transfer between schools for pupils.

**Commentary**

17. The school provides a broad and balanced range of worthwhile curricular opportunities. The national strategies for literacy and numeracy are very well established in the school and are very successfully underpinning the pupils’ very good achievement in these subjects.

18. The school provides very good opportunities for all pupils with SEN to have equal access to all aspects of its work and to achieve their best. As a result of good planning, pupils with SEN make good progress, as do those whose first language is not English. The school ensures that these pupils are involved in all aspects of school life. The school has recently adopted a policy and procedures to identify gifted and talented pupils, but has not yet made any specific provision.

19. The adoption of national guidelines assures the appropriate development of pupils' knowledge and skills in all other subjects of the National Curriculum. However, there are few examples of planned cross-curricular links. Generally, planning has not been sufficiently developed to ensure a constant flow of creative and stimulating opportunities and experiences for the pupils. An exception is the good number of visits and visitors that introduce the pupils to life and its diversity outside school.

20. The school has very recently re-organised its arrangements for the provision of ICT, so that the majority of computers are sited in one room, with several machines still available for use in each classroom. The benefits of more specific timetabling for lessons in ICT are already becoming obvious and will further enhance teaching and learning as their use becomes firmly established.

21. There are a satisfactory number of teachers with the relevant expertise, complemented by an appropriate number of trained teaching assistants. Good resources serve the curriculum well and the accommodation, overall, is satisfactory. However, a large number of pupils are taught in cramped conditions in temporary classrooms. This has an inhibiting affect on some aspects of teaching, such as planning for and displaying the creative work of pupils.

22. Overall, provision for PSHE and citizenship is good.

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

The school makes **good provision** for the care, welfare, health and safety of all its pupils. The school is a safe and caring place, where all pupils receive good support and guidance and this helps them with their learning.

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

- Staff know pupils very well and care about them.
- All groups of pupils are equally cared for.
- There is a safe environment.
- There is no formal procedure for considering pupils' views.

### **Commentary**

23. The general ethos of the school makes a valuable contribution to the provision of the safe and caring environment in which every pupil is encouraged and valued. The staff know the pupils well and they work as a team to ensure pupils' personal welfare and to make them feel safe and secure. The monitoring by staff of pupils' personal development is sometimes informal, but is nevertheless effective. The individual needs of pupils new to the school are quickly identified and addressed.

24. The caring and well-qualified team of special needs and teaching assistants provide valuable help to individuals and groups. Pupils with SEN and the few who speak English as a second language are well integrated into the school and receive the same level of care and support as all other pupils. There are very good relationships between the pupils and staff and the staff present good role models.

25. The school's programme of PSHE provides a good framework for raising the pupils' awareness of healthy and safe living and includes such topics as alcohol and drug abuse.

26. The school's health and safety policy and practices are a good foundation for ensuring the safety and welfare of the pupils and staff. The governors take an active interest in monitoring health and safety matters. Staff carry out regular risk-assessments for school-based activities and for off-site visits. There are good procedures for fire safety and regular fire drills are held.

27. The child protection procedures are good and are based on the locally agreed practices. All staff have received recent training and are aware of the procedures. New members of staff are made aware of the procedures as part of their induction.

28. The school has no regular formal process for considering the views of its pupils, but the nature of the relationships between adults and pupils is such that if pupils had any major concerns the staff would be made aware of them. Consideration is being given to creating some form of school council to take notice of pupils' views formally.

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

The school has a **good** partnership with parents and has been successful in involving many of them in the education of their children.

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

- Parents think highly of the school.
- Parents are provided with good quality information.
- There are very good links with other schools.
- The school's links with business and the commercial community are limited.

#### **Commentary**

29. The school recognises the need for and has forged a good partnership with parents. Parents think well of the school. They find it easy to approach the staff and feel that they deal well with their concerns. The school has worked hard to achieve this good partnership. However, there is still a small core of parents who are not actively involved with their children's learning.

30. Parents are provided with good information in the form of regular newsletters, the prospectus and the governors' annual report to parents. They are invited to meetings each term to discuss their children and these are normally well attended. Parents receive good quality annual reports that give information about their children's achievement in all subjects. Parents are given the opportunity to make written comments about them and to discuss them with class teachers. There is a useful home/school agreement. Parents find all these contacts very helpful.

31. A number of parents help as volunteers, mainly in the Nursery. There is a Parent Teacher Association (PTA), which raises funds for the school. Although the PTA is run by a small group of parents, others help at events it arranges.

32. The school has good links with the local community. The pupils make visits to places in the local community to complement their curriculum work. Members of the local community, including the emergency services, are invited into school to talk to the pupils. Pupils take part in the local carnival. Local sports clubs help with the school's Sports Evening. Members of the community come into school to listen to pupils read.

33. There are very good links with the nearby junior school to which most of the pupils transfer and these links help ease the transfer process for the pupils. Pupils in Year 2 visit the junior school to meet their future teachers and during the inspection the Reception classes visited the junior school. Work experience students from a secondary school and student teachers on teaching practice are welcomed into the school and make valuable contributions. Very good links exist with a local secondary school that has been awarded specialist technology college status. These links have assisted in the delivery of the curriculum at the school and, in particular, with the teaching of ICT.

34. Links with the business and commercial sectors of the community are less evident, although local supermarkets do make donations to school funds.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good overall. Governors give effective support to staff and pupils.**

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

- The experience and personal leadership of the headteacher gives very good direction to all areas of school.
- School governors provide encouragement to and appreciation for both staff and pupils.
- There is good teamwork among staff.
- There are strong management systems.
- There are good financial procedures and controls.
- The school makes a valuable contribution to initial teacher training.

### **Commentary**

35. The headteacher provides very good leadership and leads by example. She uses her great experience to help staff and to steer the direction of the school. Her calm manner and high expectations have a compelling effect upon staff and pupils and help to sustain high standards in all areas. The headteacher has the full trust of staff and governors. She is a good role model to pupils and staff. She teaches many lessons herself, which releases teachers for other duties. She often teaches half classes to allow year groups to be taught together. With the support of the deputy headteacher, the headteacher inspires the good teamwork amongst all staff which is a strong feature of the school. This enables staff to maintain a consistent and unified approach in teaching and planning. The headteacher works closely with the officers of the local authority when undertaking school self-evaluation or when preparing the school budget. She has good contact with other schools and is well respected by them for her experience and knowledge. The headteacher manages the provision for SEN well. She is very committed to this aspect of the school and has worked successfully to make the school inclusive to all pupils.

36. School governors are very dedicated and committed. Many are very experienced. They give good support to the headteacher and staff. They have a good awareness of the strong features of the school and work to improve other areas, thereby ensuring that pupils can achieve their best. Governors have good procedures for their committees and carry out their duties well. They link with teachers for specific areas such as literacy or SEN. They make visits to the classrooms to see for themselves what pupils are learning. They report back their evaluations to the governing body so that appropriate action can be taken. They support school events and promote parental involvement in school. The headteacher supplies governors with a constant flow of information about how the school is progressing, which helps them to keep abreast of all the latest issues. Governors act as a good critical friend to the school and minutes of their meetings show that they challenge senior staff about the decisions they make to ensure that these are always in the best interests of the pupils. All legal requirements are met and there are good policies and planning procedures in place.

37. The school management plan is sound and is the product of consultation between the headteacher, staff and governors. It sets priorities for development for all areas of the school that are relevant, realistic and within the schools' spending capabilities. There are very good administrative procedures and close attention is given to keeping policies and procedures up to date. These guide senior staff in running the school efficiently, even during the staffing difficulties that have been an unfortunate and unpredictable feature in school during the year.

38. New and supply staff are well inducted and are given all the information they need to carry out their duties effectively. Subject leaders produce action plans that prioritise developments and feed into the school plan. The absence of key staff has affected the overall quality of subject leadership during the year and placed an additional burden of work upon the head and deputy. Procedures for

performance management of teachers are in place and provide suitable targets for improvement in teaching, curriculum development and for pupils' progress; all these help to raise standards.

39. The good quality of leadership and management is highlighted by the successful placements of students from the local university as part of their initial teacher training. The quality of support given to these trainees by the headteacher and staff is high and consequently these students achieve well. Examples of very good quality teaching by them were observed during the inspection.

40. The school purchases financial management support from the local authority. This enables close monitoring of spending and helps the school manage its finances effectively. The school financial administrator has good day-to-day systems in place for balancing accounts and administering the ordering and receipt of goods, services and equipment. The financial administration and controls are good. The school office is efficient and gives good service to staff and to pupils. It provides a welcoming and helpful atmosphere to parents and visitors.

***Financial information for the year April 2003 to March 2004***

<b>Income and expenditure (£)</b>	
Total income	606,181.00
Total expenditure	586,115.00
Expenditure per pupil	2,688.00

<b>Balances (£)</b>	
Balance from previous year	12,449.00
Balance carried forward to the next	30,918.00



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

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

Provision for children in the Foundation Stage is **good**.

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

- The Nursery and Reception classes give children a good start to their education.
- Children achieve well in all areas of learning.
- Assessment procedures are good and are used effectively to plan activities.
- The accommodation for children in both the Nursery and the Reception classes is good.
- The organisation and management of the Foundation Stage is very good.
- Most children achieve the Early Learning Goals in each area.

41. Provision for children in the Foundation Stage is good and is similar to that at the time of the last inspection. Children enter the Nursery at three on a part-time basis, either in the morning or afternoon. They make very good progress and start full-time in the Reception class at the age of four. They make very good progress during their time in the Nursery because the planning is very effective and the children are well supported by a large number of adults. This is built upon well in the two Reception classes. Children continue to make good progress and most of them are on course to reach the expected learning goals by the time they enter Year 1. A small minority will not reach all of the goals, but most will reach them and some will exceed them. Despite the staffing difficulties in both the Nursery and Reception classes, lessons run smoothly and children continue to achieve well.

42. The curriculum includes a wide range of interesting and relevant activities that cover all areas of learning for children of this age. Teaching is good and learning is stimulated by the variety and range of activities. Whole class sessions are lively and interesting and basic skills in language and mathematics are taught systematically and well. The staff use every opportunity to develop children's speaking and listening and personal and social skills. The good balance of direct teaching and well-structured activities encourages children's self-confidence and independence. Both the Nursery and Reception classes are well organised and managed. The staff work very effectively as teams. They plan and work together and know all the children well. The assessment procedures are very good. Children's progress is carefully recorded and these records are used to plan new learning. Parents are encouraged to take an active part in their children's learning, such as adding to the overall picture of their child's achievements and experiences in the detailed record books, 'My Learning Story'. Children who have SEN are identified early and effectively helped in their learning. This results in all children making good progress and achieving well. All adults set very good role models for the children and manage them well. The accommodation is very good and high quality resources provide children with an exciting place in which to learn.

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

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

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

- Arrangements for starting Nursery are very well established, so children settle quickly into school routines.
- Staff build good relationships with children and this helps them to feel safe and secure.
- Children are encouraged to be independent and self-reliant.

43. The children's personal development is encouraged effectively through well-planned activities and they are able to make independent choices confidently. Arrangements for starting at Nursery are very good. Staff make helpful visits to children in their homes and parents and children gain much from the planned visits to the Nursery. This builds up a friendly relationship and ensures that children are happy to come to school and are ready to start effective learning. Children make very good progress in their personal and social development because they are encouraged to make choices for themselves, and to join in planned group and whole-class activities. Where children choose which activities they want to pursue, staff give them time to investigate and encourage them to persevere. Most children in the Nursery are beginning to work together, although some still play alone. They form very good relationships with each other and all of the adults. There are clear expectations, which help children to develop their understanding of right and wrong. Generally, children respond happily to instructions and behaviour is good. Children achieve well in all areas of learning because of this very good start in developing their personal and social skills. By the end of the Foundation Stage most children will have reached the expected standard for their age.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teachers and support staff take every opportunity to develop the children's language skills.
- Children learn early reading and writing skills effectively.
- Teachers provide good opportunities for independent writing.

44. Teaching is good in this area of learning and children make good progress in all aspects of communication, language and literacy. The children are encouraged to talk confidently and listen to each other attentively during large group times. Children in the Nursery use picture clues to tell stories in their own words and some children are beginning to recognise the sounds of letters. They all recognise their own names and individual letters that occur in their names. Children in the Reception classes write their names. Teachers promote early writing skills very well and many children write simple words, using their knowledge of sounds to spell these correctly. More able children write correctly punctuated sentences independently. Children are taught how to form letters from the start, so the standard of handwriting is very good. The role-play areas, such as the 'seaside', are well organised by staff and used frequently by the children, so that they are able to make up their own stories and act out their experiences. Teachers have high expectations of children's use of thinking skills. By the start of Year 1, most children will have reached the expected standard for their age.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

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

- Through well-planned activities, children experience a wide range of mathematical activities.
- Children learn to count accurately.
- Good reference is made to numbers in everyday activities.

45. As soon as they start in the Nursery children have many opportunities to count. The youngest children sing number songs and rhymes to reinforce their understanding of counting. The good variety of equipment set out for activities encourages children to recognise and order numbers. It was particularly noticeable that, as part of many activities, the staff are very skilful in encouraging the children to count, measure and look for patterns, so that mathematical skills are continually developed. The Reception children showed a good understanding of mathematical language, such as halves, quarters and squares; they counted slices of bread in twos in a lesson where they were making sandwiches. Children count everyday objects confidently and accurately and learn to write numbers correctly. The children add up and subtract small sets of objects and record their findings. Most children will have reached the expected standard for their age by the end of the Reception Year.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

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

- Children learn well about the world around them as the result of imaginatively planned experiences.
- The children learn how to use computers with increasing confidence and skill.

46. There is good provision for developing children's knowledge and understanding of their growing world through a wide range of topics. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. In the Nursery, children share experiences of others through listening to the account of 'Barnaby Bear's' visits to each of their homes. Teachers make good use of stories in literacy to stimulate interest in living things. For example, children learned about the life cycle of the butterfly from the story of the 'Very Hungry Caterpillar'. They build models, using a wide variety of construction resources and talk eagerly about what they have made. Children use the computers confidently. They show increasing skill using the mouse and keyboard as they select, move and enlarge objects. Information and communication technology (ICT) is used well to aid other areas of learning, such as art and mathematics. Children experience a wide range of activities that are interesting and fun. By the end of the Foundation Stage most children will have reached the expected standard for their age.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses:

- The outside area and field are used well to promote the development of physical skills.
- Children learn to use a variety of tools safely.
- There is a shortage of equipment for children to climb.

47. Teachers make the best use of the outside spaces to develop children's physical skills, but the lack of climbing frames prevents children from extending their skills. Reception children make good progress in the control of their own bodies and in developing an awareness of space as they move around the hall with confidence in physical education lessons. Planned sessions on the field develop children's co-ordination skills. For example, the children in the Nursery learn both physical and social skills when manipulating the parachute. Children are given frequent opportunities to develop finer motor skills, such as cutting and sticking, through a wide range of stimulating activities. Most children reach the expected standard for their age.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses:

- There is a wide variety of well-planned opportunities for children to explore creative activities.
- Displays celebrate children's work very well.

48. Children make good progress in this area of learning because they are offered a wide range of opportunities and the children enjoy them. Imaginative play is well planned so that children act out their own experiences in the role-play area and use play equipment, such as the dolls' house and the fire engine, to make up their own stories. There are many resources to encourage children when they create their own pictures and their work is displayed very well for all to celebrate. Children participate enthusiastically in making models out of dough, and in cutting and sticking activities to make their own models. Children in the Nursery enjoy singing and remember the words to their favourite songs. Reception children have benefited from the teaching of a specialist teacher. In their performance to their parents, they showed the high standard they had achieved. They sang confidently, all joining in with the actions or clapping in time to the music. Through the teacher's enthusiasm and encouragement they were fully involved and really enjoyed themselves. By the end of the Foundation Stage most children will have reached the expected standard for their age.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **very good**.

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

- Standards are well above average and pupils achieve very well.
- Teaching is good, and often very good.
- The school has very good systems to track pupils' progress.
- English is well led and pupils' literacy skills are good in other subjects.

#### **Commentary**

49. Overall, standards are well above average by the end of Year 2 and have continued to rise since the last inspection. Pupils achieve very well. These standards are reflected in the work seen during the inspection. By the end of Year 2, pupils read confidently and write clearly and neatly. Their work includes poetry as well as stories and accounts. They speak confidently and listen carefully. Their fluent reading and good understanding of how to work out unfamiliar words help them attain well in other subjects.

50. Standards in speaking and listening improve as children progress through the school. Most pupils speak confidently, including those who do not speak English at home. Teachers encourage pupils to use interesting descriptive words when explaining something aloud and they correct any mispronunciation. Pupils with SEN and those who speak English as an additional language are helped well. The school's initiative on developing paired talking is working well in raising standards of speaking and listening.

51. In reading, pupils show a good understanding of how to tackle new and unknown words. They sound out words and read unfamiliar texts, making use of a good range of strategies, including picture and context clues. Most pupils read confidently by the age of seven and achieve well as they develop their knowledge of different types of books. This is because of the well-managed teaching of literacy, which uses a good range of resources, including an increased range of non-fiction books. The home/school contact books for reading are used well to include parents in their children's learning.

52. Standards in writing are well above those expected. Pupils know the main features of the different types of writing needed for different purposes. By the age of seven, most pupils draft accounts, instructions, stories and poems. They understand how to organise their writing and use the correct punctuation and spelling. More able pupils arrange their work into well-defined paragraphs and use carefully planned words and complex sentences to make their writing interesting. Handwriting is very neat and well formed, although only a few pupils are beginning to join their writing.

53. The quality of teaching and learning is good overall, and very good in many of the lessons observed. Teachers have high expectations of the pupils. They plan their lessons well, with a good variety of strategies to ensure that all pupils, including those with SEN, achieve well. Basic skills in handwriting and spelling are systematically taught. Effective teaching of word-building skills means that pupils read well, with good levels of accuracy, fluency and understanding. Displays are rich in language that the pupils can draw from when writing. Teaching assistants and visiting students help pupils effectively. Teachers mark work regularly and offer good advice for improvement. Targets are set for each pupil, which means that pupils know what they are aiming for.

54. The subject is very well managed. The introduction of a scheme to improve children's writing has proved very successful and, as a result, standards have risen. Despite the staffing difficulties, standards have continued to rise because of the support teachers have been given. Resources are good and frequently reviewed and the library is well used. There has been good improvement since the time of the last inspection.

### **Language and literacy across the curriculum**

55. Pupils use their language and literacy skills well in other subjects, such as history, geography and especially science, where pupils record their investigations very thoroughly and describe clearly what they have done. Writing is good and there is good attention to spelling and punctuation. Effective use is made of ICT to encourage pupils' work in literacy.

## **MATHEMATICS**

Provision for mathematics is **good**.

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

- Standards are well above average by the end of Year 2.
- Teaching and learning are consistently at least good and the positive learning atmosphere enables pupils to achieve very well.
- Not enough use is made of ICT to aid teaching and the pupils' independent learning.
- The subject is well led and managed.

### **Commentary**

56. The results of National tests at the end of Year 2 have shown improvement in each of the last two years and significant improvement since 1999. They are well above the national average for both all schools and similar schools. Pupils' achievement is very good. Currently, standards have been sustained at well above expected levels, with approximately half of the pupils attaining the higher Level 3 by the end of Year 2. Pupils with SEN, including those with complex needs, achieve well with very well targeted support from both the class teacher and teaching assistants. There is no significant difference between the progress made by boys and girls, or by pupils from minority ethnic groups.

57. Teaching and learning in mathematics are usually at least good, with much that is very good. Teachers share the learning objective with the pupils at the beginning of the lesson and occasionally ask pupils how well they think they have understood at the end. Teachers are secure in subject knowledge and the learning support staff know the difficulties that particular pupils have, so that the extra attention that they need is given when it is required. Most pupils enjoy mathematics and find the work interesting. This motivates them and they respond by working hard. Class routines are very good and play a positive part in maintaining good behaviour and sustaining the high quality of learning in mathematics. Teachers take every opportunity to praise and encourage success. Pupils respond confidently and are very keen to participate and show what they know, understand and can do. They take care over the presentation of their work, which is nearly always good. As a result, achievement in lessons is usually very good.

58. Pupils' workbooks show targets set for achievement which give pupils a clear indication of the progress they are making. Regular assessments of progress are carried out, so that future lessons can be planned with the confidence that pupils will be building on what they already know. Information and communication technology (ICT) is occasionally used as a teaching resource to engage and motivate the pupils, but insufficient use is made of ICT to help pupils in their independent learning.

59. The subject co-ordinator provides good leadership. The National Numeracy Strategy is securely in place. Lesson observations by the senior management team have been undertaken. Assessment is good. Overall, the subject has made sustained, good improvement since the last inspection.

### **Numeracy across the curriculum**

60. There are many opportunities for pupils to extend their numeracy skills in other subjects. Counting is a regular feature of many lessons, especially in physical education. Each day, during registration, pupils are asked to add the numbers of pupils having a packed lunch to those having a school dinner. In art and design and technology, pupils learn about different shapes and their names. In history, they use a time-line to learn about things that happened in the past. In science, pupils use simple bar graphs to record their experiments.

## **SCIENCE**

Provision in science is **good**.

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

- Pupils make very good progress in their understanding.
- Teaching is good and the use of relevant resources makes lessons fun.
- There are well-planned activities and investigations.
- There is good subject leadership.

### **Commentary**

61. Standards are above the national average. They have been sustained at a high level for the past three years. There has been good improvement since the last inspection. Work seen in lessons and in pupils' workbooks confirms that these standards have been maintained this year. Pupils make good progress, building on their learning in the Nursery and Reception classes. Achievement is good by the end of Year 2. Pupils quickly increase in their understanding of the concepts such as how to conduct a simple investigation, and know what makes a test fair. They can predict what will happen during an experiment and know that they may have to change their ideas, for example when they try to complete a simple electric circuit to light a bulb. They make great efforts over recording the results of their findings, present their work well and use good skills in writing to describe what they have seen and done. They use ICT to compare and measure results, collate and read simple data successfully.

62. Teaching is never less than good and sometimes it is very good. Teachers use a range of exciting activities and the good collection of resources effectively to make lessons enjoyable and to engage the interest of pupils. For example, during a lesson on sound, pupils explored the many different sounds as they walked around the school and then compared them with other pre-recorded sounds on tape prepared by the teacher. When learning about snails and their habitats, the teacher produced live snails for the pupils to observe and record. Good use was made of ICT to help pupils to label the different parts of the snail. Relationships with pupils are very good. Staff work together very well, using good delegation of tasks to teaching assistants. This means that pupils of all abilities are well aided and they are keen to learn. Pupils are told what and how they will learn and work is regularly marked and assessed, with rewards given for good work and effort. This helps pupils to build their confidence and enables teachers to check their levels of understanding.

63. The subject is well led and managed by an experienced teacher who has had recent extensive training. She regularly observes other teachers in science lessons and evaluates work undertaken by pupils. This ensures a consistent approach and quality to teaching. Areas for development of the subject are prioritised in an action plan. Pupils with SEN make good progress and have specific targets set for their achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

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

- Very good teaching and learning in the ICT suite.
- Teaching assistants provide skilful support.
- Resources are good.
- There is a good system of assessment.

### **Commentary**

64. Standards match national expectations. With the recent introduction of the ICT suite and more resources, standards have started to rise. Achievement is now good, as teaching of ICT skills is more effective and done in a highly interactive way that fully engages the interest and contribution of pupils. In Year 2, pupils use graphics programs to create images, pictograms and graphs. They enter and store information on a database. They understand the idea of a binary tree to classify and record information about their pets. Pupils' skills in using a personal computer are good and they can log on, open programs, print and save their work. Pupils co-operate well, share use of the computers and they are good at helping one another.

65. In the ICT suite teaching is very good. Teachers plan carefully and at the start of lessons make it clear to pupils exactly what they will learn. There is a clear step-by-step introduction for pupils to new skills in a way that fully involves them, so that they learn quickly. For example, the data projector is used effectively to demonstrate and illustrate. Teachers and teaching assistants work in close collaboration to monitor and help pupils as they work on the computers. Teaching assistants have had appropriate ICT skills training, so that they are able to help pupils to understand why and how errors should be addressed. At the end of each lesson, teachers check pupils' understanding by using challenging questions. The clarity of teaching helps pupils of all abilities to succeed, including those with SEN.

66. The recent introduction of the ICT suite with eight computer systems and a data projector has boosted resources and made them good. The subject is well managed. The subject leader has ensured that computers in the classrooms have been updated and that software has been rationalised and improved in quality and quantity. A good system of assessment has been introduced which checks that skills are being developed progressively in each year group. Pupils' work is assessed against the key objectives of the curriculum. Priorities for development of the subject are set out in an action plan. There has been satisfactory improvement since the last inspection.

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

67. There is satisfactory use of ICT through many of the subjects across the school. In science, pictures of 'mini-beasts' are labelled to record their body parts. Lists of data are recorded for investigations. In literacy and numeracy, many programs are used to support pupils' reading and number skills. In history and geography, computer-generated houses are used to show different



types of buildings and how they have changed over the years. Some art programs are used to help pupils to use different colours and shapes in art. In the Reception classes there is good use of graphics to help children's creative work. Teachers make good use of specific software to help pupils with SEN.

## HUMANITIES

### Religious education

Provision in religious education is **satisfactory**.

#### Main strengths and weaknesses:

- Teaching is good, so that pupils learn about spiritual and moral concepts within a structured framework.
- Pupils learn respect and appreciation for the beliefs and values of others.

#### Commentary

68. Pupils achieve standards that are above the expectations of the locally Agreed Syllabus by the end of Year 2. All pupils, including those with SEN, have equal access to the religious education curriculum. Much of the work in lessons centres round story telling and discussion. From discussions with pupils, analysing their work, talking to teachers and examining planning, pupils' achievements and the quality of teaching and learning are good. There has been sound improvement since the last inspection.

69. The quality of teaching and learning is good. Lesson planning clearly indicates what pupils are expected to learn and do. Teachers share the purpose of the lesson with pupils, so that they are aware of what they are going to do, and pupils' positive attitudes to learning result in good achievement. There are good opportunities for pupils to undertake focused discussion, develop speaking and listening skills and develop their personal and social skills. In one Year 2 lesson, the teacher used a role-play approach to emphasise the story of the reunion between Joseph and his brothers in Egypt and the meaning of the words 'forgiveness' and 'reconciliation'. Skilful questioning by the teacher enabled pupils to recall what they had learned previously and to build on this in the lesson. Pupils' books show their interest in the subject and they present their work well.

70. The leadership of religious education is satisfactory. The subject leader has reviewed and revised the planning for the subject and regularly checks pupils' work. The topics planned over the year indicate that the essential elements of the locally Agreed Syllabus are covered. These include the study of other faiths to widen the pupils' spiritual and cultural understanding. Displays of pupils' work around the school show that the subject is well taught and enjoyed by pupils. Good use is made of visits to local churches. The local rector visits the school to take assemblies and is well known to the pupils. However, there is insufficient use of ICT, including the Internet, to supplement the good range of artefacts and videotapes when learning about other faiths. Assemblies develop pupils' spiritual, moral, social and cultural understanding well. Most include a quiet time of prayer when pupils can reflect on the theme of the assembly.

71. Only one lesson was seen in **history** and none in **geography**. It is, therefore, not possible to form an overall judgement about provision and the quality of the teaching and learning in these subjects. There are indications from the pupils' work that standards are meeting those expected nationally and have been maintained since the last inspection. Achievement appears to be good.

72. In the one history lesson seen, in a Year 2 class, teaching and learning were good. This was because of the very good relationships in the classroom and the effective way in which the teacher planned with pupils' earlier learning in mind. Examination of work in pupils' books indicates that

pupils' achievement is satisfactory. In Year 1, they are familiar with toys from different periods and understand a time line. They know how to use a key to read a map, make a plan of their classroom and name the countries on a map of the United Kingdom. In Year 2, the pupils write about events in the life of Florence Nightingale and use appropriate vocabulary to sequence an historical story. Teachers use national guidelines for planning and assessing work.

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

### **Music**

Provision for music is **good**.

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

- Pupils enjoy music lessons and participate enthusiastically.
- The specialist music teacher has very good subject knowledge.
- Pupils sing tunefully and confidently.
- The management and organisation of the music curriculum is good.

### **Commentary**

73. Standards in music are above national expectations. Pupils sing in tune with expression and often with confidence. They enjoy music, performing songs enthusiastically from memory. Pupils in Year 2 sing rounds in two parts tunefully and confidently. They understand how to vary pitch and volume, and to sustain and vary a steady beat. They are able to follow simple symbols to represent different rhythms and can play them on untuned and tuned percussion instruments.

74. In the lessons seen teaching was good overall. Teachers planned their lessons thoroughly and took time to prepare the equipment in advance, so that teaching time was not lost. Lessons were well structured so that pupils developed their skills progressively and so achieved well. The expertise of a visiting specialist raises the standard of music overall. It inspires the pupils, who participate enthusiastically. During the year, he works for one term with each class, building up a good repertoire of songs. They enjoy the variety of musical activities, which are fun.

75. The subject is well managed. A new scheme of work has been introduced to ensure that music is developed systematically as pupils move up the school. The school has a good range of musical instruments, including some African instruments lent by parents. Pupils listen to a range of recorded music from different cultures at assemblies and visitors give short concerts so the pupils can experience live music. Although there are no lunchtime or after-school music clubs, pupils sing at the local church and at other events in the town at different times of the year. At the time of the last inspection, the standard of music was above average and these standards have been maintained.

### **Physical education**

Provision in physical education is **good**.

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

- Teaching is good and pupils of all levels of ability work hard to improve their performance.
- Health and safety is promoted well.

## Commentary

76. Pupils generally achieve well, so that standards are at least average compared with national expectations. Teaching and learning are at least good. Teachers are confident in their approach to the subject. In all lessons, planning is good and linked to clear learning outcomes. Good behaviour management and lesson organisation, coupled with activities that keep the pupils engaged, ensure that little time is wasted. Teachers explain, instruct and demonstrate each activity well, so that pupils are supported in their learning and assisted in improving their skills. Generally, but not always, pupils are asked to make an evaluation of what they are doing or observing others doing.

77. All lessons begin with warm-up exercises with simple routines suggested by pupils. There is always careful attention to the safety of pupils and teachers explain how exercise can encourage good health. Pupils listen to instructions and show good levels of independence, as when collecting apparatus or putting it away. They obviously enjoy these lessons and are enthusiastic and well behaved. Relationships are good between pupils, resulting in high levels of co-operation. Pupils are taught to observe the rules and to be good sports. In these ways physical education makes a significant contribution to their social and moral development.

78. The subject leader manages the subject well and has introduced a published curriculum scheme to cover all aspects of the subject and to ensure the progressive development of skills. This has boosted the confidence of all staff in teaching the subject. A lunchtime football club, led by a volunteer, is particularly popular. There has been satisfactory improvement since the last inspection.

79. Only two lessons were seen in **design and technology** and none in **art**. Pupils' work was analysed from a limited selection. Because so few lessons were observed, judgements on standards, teaching and learning cannot be made. Achievement in the lessons and work seen is good. Following discussions with the subject leaders and analysis of teachers' planning, it is clear that the provision has improved since the last inspection. In art, pupils use sketchbooks very well to develop their drawing and planning skills. They create a sculpture garden inspired by the work of famous artists, using pebbles and rocks. Design and technology is used to complement work across the subjects. For instance, in recent work about the Olympic Games, elements of history, geography and art are combined when pupils make miniature costumed figures out of material and card for a display map of the world, featuring the many countries taking part in the Games. Pupils in Year 2 make puppets from paper bags and fabrics for a puppet show to entertain children in the Reception classes.

## Personal, social and health education and citizenship

80. Two lessons in PSHE were observed. The lessons were taught well, with activities that engaged pupils' interest. A discussion with pupils in Year 2 on how alcohol changes the way people behave was sensitively managed, helping the pupils to see the dangers of drinking alcohol. Year 1 pupils discussed feelings and what made them happy. The teacher's careful questioning helped the pupils to express their ideas and state who they would turn to if they felt sad. Planning shows that there is a regular programme of PHSE. It makes pupils aware of how to live healthily and gives them a good understanding of how their actions affect others. It includes satisfactory arrangements for sex education and attention to the potential misuse of drugs. The adults in the school are good role models and their caring approach is conveyed to the pupils. Aspects of **citizenship** are covered within PSHE, but these were not observed during the inspection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
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	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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