

# INSPECTION REPORT

## **KATHERINE SEMAR INFANT SCHOOL**

Saffron Walden

LEA area: Essex

Unique reference number: 114966

Headteacher: Miss J Gilmour

Lead inspector: Mr P B McAlpine

Dates of inspection: 12-14 January 2004

Inspection number: 263865

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: 4-7  
Gender of pupils: Mixed  
Number on roll: 150

School address: Ross Close  
Saffron Walden  
Essex  
Postcode: CB11 4DU

Telephone number: 01799 521720  
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Appropriate authority: Governing body  
Name of chair of governors: Mrs Sonia Sault

Date of previous inspection: 2 November 1998

## CHARACTERISTICS OF THE SCHOOL

The school is smaller than other infant schools. Currently there are 150 pupils organised into five classes, some of them containing pupils from more than one year group. The social and economic circumstances of the pupils cover a typical range. Eligibility for free school meals has increased considerably since the last inspection and now stands at 19 per cent, which is broadly average. Ninety per cent of pupils are from white British family backgrounds; the remainder are from mixed ethnic and minority ethnic backgrounds. About three per cent of pupils are bilingual and few are in the early stages of acquiring English; the main first languages which are not English are Bengali, French and Italian. The proportion with special educational needs has increased to 22 per cent; this is slightly above average. The significant special educational needs include moderate learning difficulties, behavioural difficulties, and visual impairment. One pupil has a statement of special educational needs and this is about the same as most other schools of this size. Pupil mobility is above average. The individual attainment of pupils on entry varies across a full range but the overall picture is broadly average. The school is part of a virtual education action zone, one of only two in the country. The purpose is to raise standards through the use of information and communication technology. The school received an achievement award in 2001 because of improved standards.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                 |                | Subject responsibilities                                                                                                                                      |
|--------------------------------|-----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21552                          | Mr P B McAlpine | Lead inspector | English<br>Information and communication technology<br>Art and design<br>Physical education<br>Special educational needs<br>English as an additional language |
| 19320                          | Mrs B Attaway   | Lay inspector  |                                                                                                                                                               |
| 23453                          | Mrs C Cressey   | Team inspector | Mathematics<br>Music<br>Religious education                                                                                                                   |
| 32475                          | Mr N Butt       | Team inspector | Science<br>Geography<br>History<br>Foundation Stage                                                                                                           |

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

This small infant school in Saffron Walden was inspected on 12 to 14 January 2004. The inspection team was led by Mr P B McAlpine.

### OVERALL EVALUATION

This is a **good** school where pupils achieve well and overall standards are above average. The quality of education, teaching, and the school's ethos are good. The school is well led and managed. **Good value for money** is provided.

The school's main strengths and weaknesses are:

- Leadership and management are effective and governors have a good understanding of the school's strengths and weaknesses.
- Teaching and learning are good overall, with particular strengths in Years 1 and 2, and this is leading to good achievement.
- Teaching is satisfactory in the Foundation Stage but the provision is insufficiently linked to the national goals for early learning and this is limiting pupils' achievement, especially for the more able.
- All pupils generally achieve well in writing and mathematics and most pupils make good progress in all subjects but higher attaining pupils could do better in reading and science.
- Standards in writing and mathematics are significantly better than in most other schools.
- Pupils' attitudes are good and they behave well.

The school has improved well since the last inspection. Standards overall continue to be above average and the school has addressed the two key issues well. Performance management is an effective tool for professional development and appraisal is in place for the majority of support staff. The monitoring of health and safety is now good.

### STANDARDS ACHIEVED

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

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

**Achievement is good** overall in Years 1 and 2 and satisfactory in the Foundation Stage. Current standards are similar to the results of the 2003 tests. The majority of children in the Foundation Stage are making satisfactory progress in relation to the national goals for early learning, and their achievement is satisfactory, though some of the more able children could do better. In Years 1 and 2, standards in mathematics and writing are high and pupils achieve well. Standards in reading are above average but not as high as in writing and there is room for improvement. In science, standards are average and not as high as they could be because opportunities for investigative work are too limited. Pupils with special educational needs achieve well throughout the school, reflecting of effective teaching and support. Those pupils with English as an additional language achieve very well and attain similar standards to their peers. Pupils' personal qualities are good; their **spiritual, moral, social and cultural development is satisfactory overall**. Pupils have good attitudes and behave well. They show an interest in their lessons, enjoy learning and arrive at school punctually. **Attendance is satisfactory.**

## QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are good overall; in some lessons they are very good, at times they are excellent. For example, in a Year 2 mathematics lesson, and a Year 1 dance lesson, challenging, innovative and imaginative teaching engaged young learners well and enabled them to work very hard and to reach high standards. In Years 1 and 2, mathematics is consistently taught well and is never less than very good and as a result pupils are becoming confident and enthusiastic mathematicians. Teaching in writing is very effective, particularly for the more able and almost all pupils in Year 2 are very able independent writers. Although the teaching of reading is satisfactory, it is not as effective as the teaching in writing and mathematics and the pupils could do better. Members of the support staff work successfully with pupils with special educational needs, those who need help in becoming fluent in using English, and those who learn at a faster rate. However, there are occasions when the withdrawal of pupils is disruptive and pupils miss important aspects of class teaching. The curriculum is **good** overall and the pupils are well cared for and given good guidance and support, which contributes to effective learning. Partnership with parents and links with the community are **good**.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good**, creating an ethos of encouragement and an environment in which pupils achieve well. The headteacher is a skilled leader who quietly inspires staff to raise standards and improve achievement through her rigorous analysis, performance management, monitoring and target setting. Her clear understanding of the school's strengths and weaknesses enable her to tap into local and national initiatives to provide training and resources to improve the quality of education the school offers. Overall, members of staff are deployed effectively and co-ordinators are clear about their roles. However, improvements in the management of the Foundation Stage could be made in order to provide better provision for all children in their first year in school. Governors are clear about where improvements can be made and use their skills well to support the school but they are not always as fully involved as they could be in planning how further improvements can be brought about.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have confidence in the school and believe it provides their children with a good education. Communication between home and school is effective and concerns are dealt with promptly. Pupils enjoy coming to school and are pleased that their suggestions are taken into account.

## IMPROVEMENTS NEEDED

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

- improve pupils' reading skills, particularly for the more able pupils;
- improve the effectiveness of the provision in the Foundation Stage;
- provide better quality investigative work in science.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is **good overall**. Standards are **average** in the Foundation Stage and **above average** in Years 1 and 2.

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

- Standards in Year 2 are well above average in writing and mathematics and are above average in religious education, art and physical education and pupils achieve well in these subjects.
- Standards in reading are just above average and in science they are average but the higher attaining pupils could do better.
- Gifted and talented pupils and those with English as an additional language achieve well.

#### **Commentary**

1. In national tests at the end of Year 2 pupils have consistently performed well in writing. Results in reading have not been as good, though still above average, and have dropped from being well above average in 2000. Standards in reading are nevertheless broadly comparable with those in similar schools. Apart from a dip in 2001, standards in mathematics have been high.
2. In the 2003 test results the school was very successful in helping pupils to attain well in writing and mathematics. A fifth of pupils exceeded the expected level in writing and more than a third in mathematics. The average standards in reading reflect some level of underachievement, which the school has recognised, and is addressing through improving the way reading is taught.
3. Attainment on entry to the Reception year is broadly average. The majority of children make satisfactory progress and attain the expected goals in all six areas of learning by the end of the Reception year. However, the most able children do not always achieve as well as they could because tasks are sometimes insufficiently challenging or not adequately based on the recommended stepping-stones to learning in this age group.
4. Overall in Years 1 and 2, achievement is good and standards are well above average in writing and mathematics, just above average in reading and average in science. Boys and girls work to capacity in writing and mathematics. The more able are set demanding tasks and are stretched well. The school has identified several pupils who are gifted or talented and is providing enrichment activities that are particularly effective in numeracy. Gifted writers are being suitably challenged and are making good progress. In reading and science, this is not the case; more able pupils are not being sufficiently challenged and as a result, they do not reach the high standards of which they are capable. Pupils with English as an additional language are achieving well and making good progress, reflecting the effective provision for these pupils.
5. Most of the pupils with special educational needs experience difficulty with literacy, a few with numeracy; they are generally about six to twelve months behind national expectations. All of them are achieving well and most of them are catching up with their peers, reflecting the effective provision.
6. The pupils' basic skills in information and communication technology are average and are improving at a fast rate due to the good provision and effective teaching. Pupils are successful in religious education, art and physical education and attain above average standards by Year 2. The enrichment provision in dance is helping to stretch physically talented pupils. In other



subjects insufficient evidence was available to form a judgement on standards and achievement.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 16.2 (15.7)    | 15.7(15.8)       |
| writing       | 16.0 (14.6)    | 16.2 (14.4)      |
| mathematics   | 17.9 (17.5)    | 16.3 (16.5)      |

*There were 41 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils' personal development is **good**. They show positive attitudes to all that the school has to offer and generally behave well. Attendance has improved and is now around the national average. Pupils' spiritual, moral, social and cultural development is **satisfactory** overall.

### **Main strengths and weaknesses**

- Pupils enjoy school, feel secure and have positive relationships with adults and with one another.
- There are good procedures for managing behaviour, including an effective rewards system.
- Pupils do not have sufficient opportunities to find things out for themselves.
- Not enough priority is given to preparing pupils for life in a culturally diverse society.

### **Commentary**

7. Pupils are proud of their school and respect the members of staff. This is because everybody works hard to make the school a caring purposeful place where all are valued and have an important role to play. Rules are few but well known. Pupils are praised for their achievements and their names are placed on a rewards board in the hall. They are given good opportunities to show responsibility and are satisfactorily involved in charitable works. At the heart of the school is a sense of trust. Pupils are taught to look out for one another and to consider others' feelings.
8. Pupils work in an environment that is free from bullying, racism and other forms of harassment. Behaviour is good and there have been no exclusions during the reporting period. The school is an attractive environment with stimulating displays of work and much of interest outside, including play apparatus and a totem-pole maze, which gives plenty for pupils to do and helps with their confidence and self-esteem. However, whilst there are some opportunities to find things out for themselves, pupils do not have enough chances to develop their independence. The school works hard at building pupils' knowledge of themselves but creates few experiences to nurture their spirituality. Pupils are finding out about their own culture and traditions but not much about other peoples. Multi-cultural occasions tend to be one-offs rather than part of a more integral programme. Children in the Reception classes are on course to meet national goals for personal, social and emotional development by the end of the year.

### **Attendance**

9. Attendance has improved to 94 per cent recently, which is broadly in line with the national average for primary schools. Last year it was below average because of term-time holidays. A reward system has been introduced to promote attendance and parents are being made more aware of their responsibilities. The majority of pupils arrive at school on time and lessons start promptly.

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

| Authorised absence |     |
|--------------------|-----|
| School data        | 6.4 |
| National data      | 5.4 |

| Unauthorised absence |     |
|----------------------|-----|
| School data          | 0.0 |
| National data        | 0.4 |

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality of education**. Teaching and learning are satisfactory in the Reception class, good in Years 1 and 2, and good overall. The school provides a **good curriculum** which is enriched well to extend pupils' learning and to promote an enthusiasm for school. The standards of care, guidance and support are effective and links with parents, the community and other schools are also good.

### Teaching and learning

Teaching overall is **good** and as a result achievement is mostly **good**. Teaching and learning are most effective in Years 1 and 2. Assessment is **good**.

### Main strengths and weaknesses

- Very good relationships and enthusiastic teaching promotes a very good ethos for learning.
- Teaching of mathematics and writing is consistently of a high quality, resulting in eager successful learners.
- A lack of challenge for higher attaining pupils in the teaching of reading and science results in these pupils not doing as well as they could.
- Teaching in the Reception class is satisfactory but insufficient attention to the early learning goals results in missed opportunities to extend children's learning further.
- Teaching assistants are used well to support the learning needs of individuals and groups.
- Assessment is used well to plan future learning and to track individual and group progress.

### Commentary

10. Predominantly good teaching enables most pupils to learn successfully and reach the expected standards for their ages. There were no unsatisfactory lessons during the inspection and over 60 per cent of teaching was good or better. The percentage of very good and excellent teaching in Years 1 and 2 is better than that seen nationally and is responsible for the high standards in mathematics.

### Summary of teaching observed during the inspection in 23 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 2         | 3         | 9    | 9            | 0              | 0    | 0         |

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

11. Very good relationships underpin much of the teaching and help to create purposeful classrooms where pupils can learn effectively. Pupils are well motivated and keen to do well and please their teachers. When teaching is particularly effective, for example in mathematics and writing, pupils' learning is accelerated, achievement is often excellent and pupils reach very high standards. Teachers explain clearly to pupils what they are expected to learn by the

end of a lesson. Tasks are challenging and practical, well organised, stimulating and exciting. As a result, pupils work with considerable effort and make great strides in their knowledge and understanding.

12. The teaching of reading and science is less strong than in mathematics and writing. In both subjects there is a lack of challenge for higher attaining pupils which results in underachievement. In reading, insufficient time is spent teaching pupils the skills they need to be independent readers. Science teaching relies too heavily on the use of work sheets and does not provide pupils with enough opportunities to investigate and discover for themselves.
13. The quality of teaching in the Foundation Stage is satisfactory but is not consistently challenging to ensure that children achieve as well as they can in all aspects of their learning. Lesson plans and schemes provide an adequate framework for learning but learning intentions are often too general and do not provide a sharp enough focus on what children are expected to learn from the tasks and activities provided. As a result, the members of staff miss opportunities to extend children's learning, particularly in those tasks which the children have chosen for themselves.
14. The school has invested extensively in classroom support and this investment represents good value for money. The teaching for pupils with special educational needs is good, particularly when they are withdrawn or receive individual support. It is effective and is helping those with special educational needs to overcome learning difficulties and make progress. The teaching of gifted and talented pupils through the enrichment provision in mathematics and dance and sport is good, leading to these pupils extending their knowledge quickly and with good understanding. Pupils with English as an additional language are supported when necessary by class assistants; their work is effective.
15. Teachers know the pupils very well and use a range of manageable systems to check what pupils know and understand and to track their progress. Effective support from teachers and support staff during lessons constantly checks whether pupils are on task and fully understand their work. Targets to help pupils improve are shared with parents involving them well in their children's education. Pupils are very clear about what they are learning and have good opportunities at the beginning and end of lessons to explore any confusion and to explain new ideas.

## The curriculum

The curriculum is **good**. Opportunities for enrichment and extra curricular provision are **good**. Accommodation and resources are **satisfactory**.

## Main strengths and weaknesses

- An interesting, motivating and worthwhile range of learning experiences is provided, particularly in Years 1 and 2.
- The National Numeracy Strategy is very effectively implemented, but the National Literacy Strategy could be implemented more effectively.
- The organisation of the timetable is not synchronised sufficiently to take account of the open-plan nature of the teaching accommodation.
- Planning in the Foundation Stage does not provide sufficiently for progression in learning.

## Commentary

16. All relevant statutory requirements are met, including those for religious education and collective worship. A broad and worthwhile range of curricular opportunities is provided in Years 1 and 2, which gains the pupils' attention and stimulates learning. All subjects of the National Curriculum are taught in full. Yearly planning in Years 1 and 2 satisfactorily allocates the content of the programmes of study to each year group so that there is an appropriate

accumulation of knowledge and development of skills over time. The termly and weekly planning divides the content into small, manageable steps in learning and is generally of good quality. Teachers are making effective use of information and communication technology to aid the process of planning and this is good practice. The curriculum is enriched well through educational visits, a good range of visitors to the school, and the use of skilled expertise for football and dance brought in from outside. Extra-curricular provision is typical of most infant schools and is satisfactory.

17. Activities in the Foundation Stage generally interest the children and are often good fun. Literacy and numeracy are mostly well provided for but the activities do not always extend children's wider knowledge and understanding of the world or promote their creative and physical development sufficiently. Planning in the Foundation Stage is based broadly on the nationally agreed curriculum for this age group but lacks the detail necessary to provide adequately for progression in learning. More thought needs to be given to what children learn from the activities and to ensure that knowledge and skills are built upon step by step over time.
18. The National Numeracy Strategy is implemented effectively and this is a major reason why standards in mathematics are so high. The implementation of the National Literacy Strategy has been slow and incomplete, particularly the methods for developing comprehension skills in reading. Not enough attention has been given to planning for progression in learning.
19. The use of the open-plan design of the teaching spaces does not fully take account of the different learning needs of pupils in different teaching groups. Sometimes relatively noisy activities in one teaching area clash with quiet activities in another, which is distracting for those tasks requiring quiet reflection and is slowing pupils' learning. This is particularly the case with activities such as reading or those independent tasks that require quiet concentration. The length of the taught week is slightly below the recommended minimum because of the time taken for collective worship, and also moving within the building and returning to classes after play time or lunch can take a few minutes longer than planned.
20. The curriculum is providing adequately for the needs of different groups of pupils and often provides good individual support where necessary. In the main, satisfactory provision is made for different year groups in mixed age classes. Most lessons in English and mathematics have provision at different levels of difficulty for low, average and high attaining pupils. The needs of pupils with English as an additional language are quickly identified and there are satisfactory arrangements in place to provide extra support.
21. Provision for pupils with special educational needs is good overall. Provision for pupils with statements of special educational needs is good. Pupils are identified early and records are well maintained. Individual education plans contain manageable targets and specify the type and frequency of the extra provision. The teaching assistants who provide the support are experienced and suitably aware of their role. Support in lessons for pupils with special educational needs is generally effective and when withdrawn from class, their work is often of good quality. Sometimes the withdrawal of pupils is insufficiently synchronised with the work of the rest of the class, leading to key aspects of the main provision being missed; this should be remedied.
22. The accommodation is satisfactory. The teaching space is sufficient for the number of pupils and an appropriate range of specialist spaces, such as the hall and a computer suite, are provided. The open plan setting is being adapted to suit changing needs. Storage units now subdivide the space into separate areas for each class but this is not successful in reducing noise or distraction. Resources are good for mathematics and for information and communication technology. They are satisfactory in other subjects, though the number of books available in classes, the library, and as a resource to support the teaching of reading is relatively low compared to other schools and only just sufficient to teach the programme of

study. The number of teaching staff is sufficient for the size of the school. The number, experience and training of class assistants are good.

### Care, guidance and support

The safety and care of pupils is **good**. Parental concern about short time allocation for eating lunch is unfounded. Provision of support, advice and guidance based on monitoring is **good**. Involvement of pupils through seeking, valuing and acting on their views is **very good**.

### Main strengths and weaknesses

- The health and safety key issue at the last inspection has been tackled effectively.
- Child protection procedures are good and members of staff are regularly reminded about them.
- The school seeks, listens and acts on pupils' views when appropriate; this aspect is very good overall.
- The school council enables pupils' views to be heard.
- Induction arrangements are very good.
- There is a lack of privacy for pupils who are ill; this is acknowledged in the school development plan.

### Commentary

23. All pupils, including children in the Reception class, are well cared for. A strong element in the care is the kindness and commitment to the pupils' welfare of all members of staff, teaching and non-teaching. The good two-way communication between pupils and staff has nurtured trusting relationships and pupils feel they can talk to any member of staff if they have a problem. Those who find relationships difficult to establish receive good support through encouragement to become involved in school life. Pupils value the outcomes of their suggestions, for example playground equipment and the gazebo; this contributes to self esteem as all pupils feel valued.
24. The school cares well for pupils of faiths other than Christian. Parents say their children settle in school quickly and confidently; this supports learning well. Pupils entering the school in older years are supported effectively, for example, by pairing them with another pupil. Good links with the junior school through staff liaison, monitoring of pupils' work and two way visits, give good support to seven year old pupils as they prepare for the next stage of their education. The present Year 2 pupils are to take part in a bridging project aimed at strengthening further the link between Years 2 and 3.
25. Overall, the school is very effective and involving pupils through seeking, valuing and acting on their views. This is done partly through the school council, which gives pupils an appropriate voice in the running of the school. Pupils know that their views are valued and acted upon.

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

Links with parents are **good**. Parents believe Katherine Semar is a good school. The school has **good** links with other schools and with the wider community.

### Main strengths and weaknesses

- Parents receive good quality information; pupils' annual reports are very good.
- Parental support has a good impact on their children's academic progress and attitudes to school.
- There are few complaints which are dealt with very well.
- The good links with the community promote pupils' personal development.

## Commentary

26. The sharing of what pupils will learn each term helps parents to provide additional help for their children and this has a positive effect on the progress they make in school. Home books are used effectively and provide good two way communication. Pupils' end of year reports are informative and of very good quality. Areas for improvement are identified and this allows parents to help their children during the summer holidays. Parents' views are sought regularly through questionnaires. Concerns are dealt with promptly and suggestions for improvements acted on. The sharing of the pupils learning in advance resulted from a questionnaire and this strengthens the home-school partnership.
27. There is a high level of support for school events such as parents' evenings and concerts and parents willingly help in class and on school trips. Parents from other cultures have shared their knowledge and skills to enhance pupils' understanding of how other people live. For example, by demonstrating Thai dancing and sharing the Swedish traditional Christmas of Santa Lucia. The parenting skills workshop was received well and is to be repeated. Fund raising, usually combined with the neighbouring junior school, has enhanced the pupils' environment through the purchase of the pirate ship, playhouse and seating in the new computer suite.
28. The school has good links with the wider community and this develops pupils' understanding of the needs of others and their responsibilities as young citizens. They support local charities, send their harvest festival gifts to the elderly and at Christmas sing carols at a home for senior citizens. The school had established good links with pre-school groups sharing information about the teaching and learning and what children already know. This makes transition to the infant school more seamless. Through the South East England Virtual Education Action Zone, the school has made useful links with schools in other areas in order to share good practice and improve the quality of teaching and learning.

## LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. Governance is **satisfactory**.

### Main strengths and weaknesses

- The headteacher promotes a positive ethos, promotes teamwork and a commitment from all involved with the school to improving pupils' achievement and raising standards.
- Management of mathematics is very good, but there is room for improvement in the management and leadership of the Foundation Stage.
- Governors have a good understanding of the school's strengths and weaknesses but are not sufficiently involved in planning how the school will improve further or in monitoring its success.

## Commentary

29. The headteacher continues to provide effective leadership and management. Her major strength is in her ability to gain the confidence of staff, pupils, parents and governors and to identify and act on the schools strengths and weaknesses. There is a strong commitment to improving standards. This is apparent in the overall high standards pupils have achieved in recent years and awareness that in some subjects, such as reading and science, although standards are average, they could be better. The headteacher and the co-ordinators have begun to look at more effective ways of improving the teaching and learning so that standards are as high as they are in writing and mathematics. There are effective and manageable systems in place to monitor teaching and learning. Data analysis, assessments and tracking procedures are being used well by senior staff and class teachers as an effective tool to enable all pupils to achieve as well as they can. The headteacher is managing the school's

involvement in the virtual action zone well, and the initiatives undertaken have been focused on improving teacher expertise and raising standards in all subjects.

30. The management of mathematics has been very effective in monitoring and improving the quality of teaching and learning, rigorously analysing test results and tracking pupils' attainment and progress. As a result teaching is always of a very high quality and pupils are eager, enthusiastic mathematicians who achieve well and reach higher than expected standards.
31. The management of the Foundation Stage is not as effective as it could be in enabling children to achieve as well as they can. The planning of the teaching and learning is not sufficiently focused on the nationally agreed learning goals either for children in the Reception class or those in the mixed age class.
32. The headteacher shows a concern for the needs of individual pupils and has ensured that adults who work in the school liaise very well so that the personal help and educational support given to pupils are effective. This is especially noticeable in the support given to pupils with special educational needs and those who are gifted and talented, who achieve well. It is also highly apparent in the promotion of good behaviour and very positive attitudes. Management of special educational needs is effective. Records are well maintained. All teachers and classroom assistants understand the difficulties faced by pupils with special educational needs and are providing appropriate support. The employment of specialist teaching in dance and sport has not only raised the attainment for most pupils but has also provided a vehicle for those pupils who are talented in these areas to excel.
33. Governors have a strong commitment to the school and are proud of its achievements whilst recognising that there are areas which require improvement. Individual skills are used well to support aspects of school life. For example, one member of the governing body provides advice on marketing the school, and as a result the school brochure is of a very high quality and promotes the school well in the community. Governors make well planned visits to the school when they spend time in classrooms observing teaching and learning. Consequently, they gain a good insight into the quality of the education the school provides. However, they are not yet sufficiently challenging in holding the school to account for the quality of education it provides and do not take an active part in developing, monitoring and evaluating the long term plans for the school. The school has satisfactory systems to monitor and evaluate spending and is financially secure. Surplus funds are appropriately allocated to improving the accommodation.

## Financial information

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

| Income and expenditure (£)         |         |
|------------------------------------|---------|
| Total income                       | 394,609 |
| Total expenditure                  | 404,022 |
| Expenditure per pupil (140 pupils) | 2,886   |

| Balances (£)                        |        |
|-------------------------------------|--------|
| Balance from previous year          | 44,885 |
| Balance carried forward to the next | 35,472 |

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

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

**Provision is satisfactory overall.** Current provision in some areas of learning does not compare as well with the national picture as it did at the time of the last inspection. This is because there have been several changes of staff and organisation and new roles and responsibilities have affected the previous stable structure. Provision in mathematical development remains good.

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

- Children are secure and happy and building their confidence, supported by a caring team of teaching and non-teaching staff.
- It is not always clear from the activities what children are expected to learn and this is leading to some underachievement among the more able children.
- The accommodation, though adequate, is not best used to promote learning for all Reception aged children.

#### **Commentary**

34. The provision for the Foundation Stage is in one Reception class and one mixed-age class, which includes an equal number of Year 1 children. This mixed provision creates difficulties in planning because requirements are very different for the older children in the class. The teacher in the mixed-age class sometimes has to work hard to juggle between conflicting needs, resulting in some Reception children not always receiving appropriate provision.
35. Standards on entry are broadly average. Achievement is satisfactory for the majority of children and most of them meet the national goals for early learning by the time they enter Year 1. However, a few of the more able children do not make the progress of which they are capable because the activities are not always well chosen to extend learning and be challenging, reflecting weekly planning that focuses too much on activity rather than intended learning. Overall, planning is insufficiently linked to the nationally agreed areas of learning for pupils in the Foundation Stage and this is preventing children's skills from being developed appropriately in small meaningful steps.
36. The teachers and assistants provide a safe caring environment for the children. All members of staff provide excellent role models and treat children with respect. However, members of staff are not always deployed efficiently, so that learning opportunities are sometimes missed or diminished. There is a spacious outdoor area with large apparatus and a safe surface for the Reception class. There is also an attractive and innovative courtyard, which is partly sheltered from the weather. The Reception children in the mixed-age class have limited access to these facilities. While the co-ordinator is aware of these strengths and weaknesses, there is no formal development plan for the Foundation Stage and so not enough is being done to bring about change.

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

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

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

- The provision effectively helps children to settle quickly into the routine of the school and learn to work and play with others.
- Planning does not fully develop children's social skills by identifying key steps for their progression.



## Commentary

37. The attainment of about 80 per cent of the children in the Reception classes is consistent with national standards for the age group and this is broadly average but few children exceed the expected level. Members of staff provide excellent role models for them so that children learn to co-operate together well and behave appropriately. Children with particular difficulties such as learning or emotional needs are well supported. Children whose first language is not English are included in activities from the start and achieve well.
38. A shared daily snack time is a good occasion for all children to develop their social skills. The courtyard area provides a stimulating and varied environment for children to engage in a range of worthwhile activities. Practical and play-based tasks feature prominently in the Reception class but are less prominent in the mixed-age class. Children mostly select activities sensibly and work at them with sustained concentration. However, members of staff do not always make the most of opportunities to encourage children's independence and sometimes there is too much adult direction. At other times adults fail to intervene to help the children progress further with their learning. This is where planning and teaching lack the rigour to anticipate and respond to children's developing requirements.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children enjoy listening to stories and reading books.
- The more able children are not sufficiently challenged to develop their writing skills.

## Commentary

39. The attainment of about 80 per cent of the children in the Reception classes is consistent with national standards for the age group, which is broadly average, but achievement could be better, especially for the more able. Children are developing a love of books through listening to stories and reading both at school and at home. During the inspection week, most of the emphasis was on acquiring writing skills. However, this was not as effective as it could be because activities were often quite repetitive and time was used inefficiently drawing pictures. The more able children are insufficiently challenged to develop their own writing independently and spend too much time copying adult script. When reviewing their work, the teacher made general comments, but did not draw the children's attention to specific skills required. Again planning was not sufficiently honed to move children on to their full potential and higher-attaining children in particular do not perform as well as they ought.
40. There are several children in the Reception class whose first language is not English, about half of whom are at early stages of language acquisition. Provision for them is good and they achieve well, happily joining in with activities and picking up words and phrases. In general, children's speaking and listening skills are broadly average but could be higher. Members of staff do not always exploit opportunities to stimulate conversation or extend children's vocabulary through questioning or role-play. Instead, the focus is more on physical skills. Information and communication technology is well used to promote literacy skills including some imaginative computer programs. In other respects, literacy resources in the classroom are sparse.

## **MATHEMATICAL DEVELOPMENT**

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

### **Strengths and weaknesses**

- Teaching is closely matched to children's abilities and this is helping all children to achieve well.
- Information and communication technology is well used to teach mathematical knowledge.

### **Commentary**

41. About 90 per cent of children in the Reception year have developed typical mathematical knowledge and skills for their age and this is above average. Children achieve well because planning and teaching that is more tightly focused on acquiring specific skills and better matched to children's abilities than other areas of learning. Members of the support staff are clear about their responsibilities and manage children well in small groups.
42. Children are learning to count confidently within ten and can add one to a given number. They use counting materials effectively. They can also recognise numerals and are beginning to order them. In one good lesson the teacher encouraged children to manipulate two-dimensional shapes on an interactive whiteboard to fit a set grid. This activity prompted good use of mathematical vocabulary and involved inverting rectangles to fit the correct space. Children noted that two rectangles placed side by side could form a square. Imaginative use of new technology enriched the children's learning. The computer was also used to demonstrate symmetry when children created butterflies using a paint program.

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

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

### **Main strengths and weaknesses**

- Members of staff provide interesting activities to inspire children's curiosity.
- Good use is made of information and communication technology.
- Reception children in the mixed-age class are sometimes given work which is too demanding.

### **Commentary**

43. About 80 per cent of children are on course to attain the national goals by the end of the school year, which is broadly average but the more able children could do better. Imprecise planning and teaching hinders the high-attaining children from making more progress, as work set does not take into account their abilities sufficiently well. Staff devise interesting activities for the children, which they obviously enjoy tackling. As part of a topic on winter, one group of children made ice-cream snowmen to observe the effect of melting. In the mixed-age class the activity, though exciting, was pitched too high. Children were required to study the effect of light sources on reflective objects in a dark box. The Reception children in this class did not really understand what they were doing, as this is Year 1 work.
44. The provision does not make the best use of the spacious outdoor area. Children in the mixed-age class have little access to it. On the other hand, the newly restored courtyard is an attractive and imaginative learning resource, which provides many opportunities for children to develop their abilities. The Reception class is well equipped with construction toys and playthings to stimulate the imagination. There is little to raise children's awareness of the richness and diversity of other cultures. The use of information and communication technology is a major strength and children are exceeding national goals in this area.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall, but provision for the children in the mixed-age class is **unsatisfactory** because they do not have sufficient access to the outdoor play area.

### Main strengths and weaknesses

- A satisfactory range of activities is provided for children in the Reception class to develop physical skills.
- Planning is limited in its scope and depth.
- Members of the support staff are not always deployed efficiently.

### Commentary

45. Eighty per cent of children are attaining standards typical for their age and this is broadly average but progress could be faster, particularly for the more able children. Children in the mixed-age class have limited opportunities to access outdoor learning or to engage in play because of the restrictions in the use of the accommodation; this is unsatisfactory.
46. A satisfactory range of experiences is provided both inside and outside for children in the Reception class but not for Reception children in the mixed-age class. In a lesson in the hall, children in the Reception class particularly enjoyed running underneath a parachute; this helped them to negotiate space successfully. In another lesson, children had to follow the teacher's hand signals and moved very quietly, showing considerable self-control. In many activities, curricular planning does not allow teachers to extend learning creatively. Opportunities are lost to enrich children's experiences and enable them to make faster progress.
47. Classroom routines do not maximise the time staff can spend supporting children. Whilst the children are outside, as many as two of the four adults may be inside tidying up or preparing snack and this is leading to opportunities for learning outside being missed.

## CREATIVE DEVELOPMENT

This area of learning was not a main focus of the inspection. The small amount of evidence points to a fairly narrow range of adult directed activities.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **satisfactory** overall. The provision is good in writing and broadly satisfactory in reading.

#### Main strengths and weaknesses

- Almost all pupils achieve well in writing and this is leading to high standards in Year 2.
- Although current standards in reading in Year 2 are slightly above average overall, there is some underachievement and about a third of pupils could do better.
- The National Literacy Strategy has not been fully implemented and the school's strategies are not always effective; this is recognised by the school and changes are being made.

#### Commentary

48. Standards in reading are slightly above average in Year 2 but there is nevertheless some underachievement, reflecting teaching methods used throughout the school that are not always effective. Almost all pupils in Year 2 are well launched into reading, which is the expectation for their age, but few are yet independent enough in their reading to be attaining highly. The more able pupils could do better. Most pupils have a satisfactory vocabulary of words they recognise in print and can identify letters and sounds in words to a level consistent with expectations. Comprehension skills, however, are underdeveloped, reflecting methods that place insufficient emphasis on the teaching of these skills. In particular, the more able pupils could develop better skills for predicting the meaning of unfamiliar words and increase their knowledge of the more advanced spelling patterns. The school has been slow in introducing the shared and guided reading methods recommended by the National Literacy Strategy and has not developed effective alternatives. Because of this, standards in reading have not kept pace with national improvements or with the school's improvement in writing and mathematics. The school is aware of this and is now acting to bring about change. Current standards are slightly better than 2003 but the changes in teaching methods have not yet gone far enough.
49. The higher than average standards in writing reflect the efforts made by the school over the past few years to improve pupils' skills, which have been successful. Pupils are achieving well in writing and generally doing better than pupils of similar potential in other schools. Almost all pupils in Year 2 can already write a short story or an account that is logically organised. They use grammar, punctuation, spelling, and handwriting that is consistent with national expectations for the age, with time for further improvement before the end of the school year. About 15 per cent are already attaining highly and working at a level two years ahead of expectations. This reflects the good enrichment activities provided for the more able, and the good opportunities for independent and extended writing.
50. Standards in speaking and listening are generally good, with most pupils in Year 2 able to talk confidently. Explanations are reasonably detailed and beginning to show some awareness of listeners' needs. Many pupils have broad vocabularies and can develop their initial ideas. Nearly all demonstrate careful listening and make appropriate responses to instructions from the teacher.
51. Teaching is satisfactory overall. It is more effective in writing and often leads to exceptional learning, particularly for the more able. Teaching is less effective in reading, though basically satisfactory and leads to learning which is broadly consistent with expectations. However, the level of challenge in reading is not consistently high, particularly in relation to comprehension skills. In the past, there has been too much reliance on supporting individual pupils by listening to them read, a method that is inefficient and often ineffective because pupils cannot share their knowledge and experiences, which is particularly important to the development of

comprehension skills. The newly appointed literacy coordinator leads effectively by example and has an appropriate vision of good practice in teaching. Resources are limited, with the need for more big books. The library is small, but satisfactory overall.

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

52. Writing is being developed effectively across the curriculum. Good use is being made of information and communication technology to develop early writing skills, particularly in Year 1.

### **MATHEMATICS**

Provision in mathematics is **very good**.

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

- Almost all pupils achieve very well in mathematics and this is leading to high standards in Year 2.
- Teaching is consistently of a high quality and as a result pupils achieve very well.
- There is a very good emphasis on numeracy and problem solving.
- Leadership and management are very good and have improved standards.

#### **Commentary**

53. Standards in mathematics are well above average in Year 2. Pupils make very good progress and the majority work very hard and achieve very well. Pupils with special educational needs have clear targets and are given very good support enabling them to participate fully in lessons and achieve well. Those pupils with English as an additional language achieve very well and reach similarly high standards as their peers. There is no significant difference between the achievement of boys and girls.
54. Almost all pupils in Year 2 are becoming very competent mathematicians showing a very good understanding of number, shape and measure. Pupils who learn at a slower rate receive additional support to help them develop confidence in basic number or to understand new ideas being introduced by the class teacher. High levels of challenge push learning on for those pupils who learn at a more rapid rate and pupils who are particularly gifted in mathematics are withdrawn for short spells to enable them to excel.
55. Most pupils enter the school with average mathematical understanding, but by Year 2 they are working well above the expected range for their age, developing a knowledge and understanding of place value and recalling addition and number facts to 100. They are taught to recognise the logic of number through patterns and rules and use and explain different strategies to solve number problems.
56. In one excellent lesson pupils used appropriate mathematical vocabulary, their knowledge of numbers and conservation, to estimate measure and record how many containers of water were needed to fill a litre measure. Higher attaining pupils were challenged to use their knowledge of fractions and a fair test to extend their thinking. Relationships were excellent and as a result pupils behaved very well, were eager to contribute to the lessons and enjoyed the challenge of interesting tasks and activities. By the end of the lesson all pupils had made significant gains in their learning and were reaching much higher than expected levels of attainment for their ages.
57. Standards are high due to consistently effective teaching. Of the three lessons seen two were very good and one was excellent. An analysis of pupils work shows that teaching is of a consistently high quality, resulting in pupils producing a range of very good work and making

better than expected gains in their mathematical understanding. Classroom support is used very effectively.

58. Teachers use a variety of methods to teach mathematical skills and build up knowledge and understanding and extend their thinking. These include:
- ? effective whole class mental sessions;
  - ? probing question and answer sessions and well planned activities to consolidate and practice new learning;
  - ? well planned practical tasks which engage young learners well;
  - ? clear explanations and very good demonstration and reminders of mathematical strategies; and
  - ? encouragement to explain clearly the strategies which they use to arrive at an answer.
59. The work in mathematics is very well planned to take account of pupils' different ages and levels of attainment. Assessments are built into the planned work and are used well to plan future work and to track pupils' progress in order to identify whether they are making the progress expected of them and working to capacity.
60. The subject is managed very well. The very good opportunities for the monitoring of planning, teaching and learning ensure that there is good progression from year to year, consistency in the quality of teaching, and that good practice is spread across the school.

### **Mathematics across the curriculum**

61. Pupils have good opportunities to use, consolidate and extend their mathematical skills in other subjects. For example, in history pupils used their knowledge of ordering and odd and even numbers to arrange houses in a street.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Pupils are enthusiastic about practical experiments.
- There are good links with information and communication technology.
- There are few opportunities for pupils to find things out for themselves.
- The focus has been on teaching knowledge rather than skills.

#### **Commentary**

62. Achievement is satisfactory because pupils work as expected, attaining average standards by the end of Year 2. Twenty per cent of pupils are on course to attain the higher level. Not all higher attaining pupils make sufficient progress because opportunities for them to work independently are limited. Much experimental work is closely teacher directed. An exception to this was a good lesson in which pupils found out how to put together electrical circuits so that a bulb came on. They were delighted when successful, and through trial and error worked out what was needed to keep the bulb working.
63. In most classes, teaching is effective when the pupils come together at the beginning and end of lessons to discuss their work. The open-plan layout of the classrooms means extraneous noise can be a distraction when pupils are trying to concentrate. There has been a tendency to focus on facts at the expense of scientific enquiry. The use of commercial worksheets may not always help pupils to arrange their thoughts. Rather, this exercises them in the not very scientific skill of colouring in pictures. Higher-attaining pupils in particular are not challenged by this work.

64. Information and communication technology supports learning well with several good scientific programs.
65. There has been little subject development in recent years because other subjects have taken priority. The position is not as strong as at the time of the last inspection. The development plan for science dated February 2002 cites the need to make resources more accessible. This has yet to be implemented.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Improvement in provision since the last inspection has been good, reflecting full involvement in the Virtual Education Action Zone.

### **Commentary**

66. Almost all pupils are attaining the nationally expected level for their age. They now have access to a broad curriculum, though this has not consistently been the case until relatively recently. Pupils with typical ability, and those with low ability, are generally achieving as well as similar pupils in other schools and this is satisfactory. The more able pupils could do better, reflecting some limitations in experiences last year, but these pupils are now being challenged and are catching up quickly. Most pupils have a good understanding of the uses of information and control technology. They are confident and comfortable using computers and computerised equipment and toys. They are beginning to use specific terminology and can locate the various keys on the keyboard; mouse skills are good. They know and can operate quickly the programs they have access to. Pupils in Year 2 confidently programmed a robotic toy to travel in different directions and make programmed turns. They very effectively transferred these directional and programming skills to a computer program that enabled them to extend their programming knowledge.
67. Teaching is good. Appropriate use is being made of the computer suite and an effective whole class teaching strategy is being developed. Teaching assistants are knowledgeable and provide good support, particularly when working with small groups. The subject is a school development priority. The many changes over the past two years have been very successfully managed. Leadership and management, including the work of the headteacher, as well as the newly appointed subject manager, are very good and have been well supported by membership of the virtual educational action zone. All members of staff have received training in the subject and have developed good personal skills in computing. The computer suite became operational during the present school year and teachers are now beginning to use it for small group and whole class lessons. The curriculum is broad and balanced and provides good opportunities for pupils to use computers and extend their skills. The accommodation and resources are very good.

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

68. Good use is made of information and communication technology across the curriculum. It is used effectively to support learning in writing and mathematics, with some good work in art and design.

## HUMANITIES

### History and geography

69. In humanities, work was sampled in history and geography, with only one lesson seen in history and none in geography. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that achievement is satisfactory and standards are broadly average.

#### Commentary

70. An analysis of pupils' work in history, and one lesson observation, indicates that standards by the end of Year 2 are average. Improvement since the last inspection is satisfactory. Achievement is satisfactory because pupils perform as expected. In the one lesson seen, a lively discussion about the Great Fire of London was followed by activities sequencing the events. Pupils enjoyed finding out about the past, and relished the details, such as Samuel Pepys burying his cheese in the back garden to escape the fire.

### Religious education

Provision in religious education is **good**.

#### Main strengths and weaknesses

- The teaching is good and pupils learn effectively.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

#### Commentary

71. By Year 2, pupils' attainment exceeds the expectations of the Locally Agreed Syllabus and most pupils, including those with special educational needs, and those with English as an additional language, achieve well. Pupils develop a good understanding of the importance of different rituals and symbols to the major religions as they learn about the significance of special meals, naming ceremonies, clothes and decorations. Sensitive questions and comments extend pupils' thinking about their own uniqueness and their place in the family and wider community. The parables of Jesus are used effectively to develop pupils' understanding of moral issues. For example, imaginative teaching in a good lesson used the story of 'The Prodigal Son' to examine their own ideas of what forgiveness meant. Challenging questions promoted higher attaining pupils to 'get inside the skin' of the different characters and to share their ideas with the rest of the class.
72. A scrutiny of work indicated that there is a systematic approach in the teaching, which ensures that the pupils' knowledge and understanding of the Christian tradition, and that of other major world faiths, is developed well across the school. Pupils show interest and enthusiasm for their work in religious education and the discussions and reflections on religious issues makes a very important contribution to pupils' spiritual, moral, social and cultural development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Because of constraints, no lessons were seen in music and design technology. It is not therefore possible to make a judgement about provision.

### Physical education

Provision in physical education is **good**.



### **Main strengths and weaknesses**

- Standards are above average.
- Enrichment provision is very good.

### **Commentary**

73. Almost all pupils are achieving well, particularly in dance. The oldest pupils are able to explore basic skills, showing good ability to remember and reproduce simple actions, extending control and co-ordination as they do so. Levels of co-ordination and dexterity are generally consistent with expectations for almost all pupils, with a significant number doing better than expected for their age. Good use is made of outside specialists to provide challenging and worthwhile learning experiences for all pupils. The provision leads to vigorous physical exercise and to quick extension of knowledge and skills. Management of the subject is good. Resources are sufficient for curricular and learning needs.

### **Art and design**

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

### **Main strengths and weaknesses**

- Standards are above average and most pupils achieve well for their age.
- Good emphasis is placed on basic skills and techniques.

### **Commentary**

74. Almost all of the pupils are on course to attain or exceed the nationally expected level for their age by the end of the school year. Most pupils show good imagination and a willingness to explore, learn from experience, and improve their work. For example, one seven-year-old boy discovered that the paper he had curved into a spiral bounced back into shape like a spring. He then exploited this discovery and included several more bouncy spirals in his work. Another discovered that a journey, like a theme park ride, could be created by threading and winding a strip of paper over, under, and through his other paper constructions. The quality of finished art work is good. Pupils show good co-ordination skills and a relatively wide knowledge of different media, materials, and techniques, reflecting good teaching. Achievement is good and most pupils are doing slightly better than pupils of similar ability in other schools.

75. The teaching is good. Introductions to lessons are brief and to the point, enabling pupils to spend maximum time painting, printing, making collages or working with other techniques and media. Direct teaching is very motivating, leaving pupils eager to have a go themselves. During lessons, teachers help pupil to improve their skills and understanding of the various techniques. Good emphasis is placed on evaluating work and learning about the work of famous artists. The curriculum is well planned. Subject management is effective. Resources are sufficient.

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

Provision for personal, social and health education is **good**.

### **Main strengths and weaknesses**

- Pupils have regular opportunities to discuss personal and social issues in weekly sessions entitled 'circle time'.

- Teaching is good.

### **Commentary**

76. In all lessons observed teaching was good. Members of staff have a strong rapport with pupils, which enables them to relate to them in a sensitive way. Stereotypical views are also addressed. The co-ordinator is very committed and enthusiastic and has built up a good bank of resources. The thriving School Council gives pupils a wider voice and introduces them to the democratic process. Regular circle times, when pupils sit in a circle to discuss personal matters, allow issues to be aired.

## 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                                          | 4            |
| 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                                                           | 4            |
| Attitudes                                                            | 3            |
| Behaviour, including the extent of exclusions                        | 3            |
| Pupils' spiritual, moral, social and cultural development            | 4            |
| <b>The quality of education provided by the school</b>               | <b>3</b>     |
| The quality of teaching                                              | 3            |
| How well pupils learn                                                | 3            |
| The quality of assessment                                            | 3            |
| How well the curriculum meets pupils needs                           | 3            |
| Enrichment of the curriculum, including out-of-school activities     | 3            |
| 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                  | 2            |
| 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                   | 3            |
| <b>The leadership and management of the school</b>                   | <b>3</b>     |
| The governance of the school                                         | 4            |
| The leadership of the headteacher                                    | 3            |
| The leadership of other key staff                                    | 3            |
| The effectiveness of management                                      | 3            |

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