

# INSPECTION REPORT

## **BRINSWORTH MANOR INFANT SCHOOL**

Rotherham, South Yorkshire

LEA area: Rotherham

Unique reference number: 106864

Headteacher: Mrs M S Childs

Lead inspector: Ms C Waine

Dates of inspection: 8 – 10 November 2004

Inspection number: 266488

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 - 7  
Gender of pupils: Mixed  
Number on roll: 258

School address: Brinsworth Lane  
Brinsworth  
Rotherham  
South Yorkshire  
Postcode: S60 5BX

Telephone number: 01709 828187  
Fax number: 01709 838475

Appropriate authority: Governing body  
Name of chair of governors: Mr K Robinson

Date of previous inspection: 18 January 1999

## **CHARACTERISTICS OF THE SCHOOL**

Brinsworth Manor Infant School is much larger than most other infant schools, with 260 boys and girls aged 3 to 7 years, including 62 children who attend the nursery on a part-time basis. This figure is scheduled to rise to 78 children during the next term. The socio-economic circumstances of the school are less advantageous than those of most schools, although the proportion of pupils in receipt of free school meals is average. The percentage of pupils with a statement of special educational needs is about average but a smaller proportion than usual has a statement of their needs. Special needs includes pupils with autism, specific learning difficulties, visual impairment, or general learning difficulties. The school has eight pupils who are at an early stage of learning English and the proportion of pupils from ethnic groups is about average. Five pupils are from refugee families. The movement of pupils in and out of the school other than at the normal time of admission is higher than in most infant schools. Attainment on entry to the school is below average overall. The school gained an achievement award for its results in national tests in 2003 and very recently was awarded the Sports Activemark for its work in physical education.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23081	Ms Carol Waine	Lead inspector	Mathematics Information and communication technology Religious education Personal, social and health education and citizenship
11457	Mrs Jane Beattie	Lay inspector	
29504	Mrs Shirley Herring	Team inspector	Foundation stage Science Art and design Design technology Music
30075	Mr Mike Duggan	Team inspector	English Geography History Physical education Special educational needs English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with some outstanding features.** The excellent vision of the headteacher underpins a very effective learning ethos and the school's success in improving standards. The consistently good quality of teaching and a very interesting curriculum are significant factors in pupils' good achievement. The way in which the school includes all pupils is excellent and particularly important in view of high levels of special educational needs and above average levels of mobility in some year groups. The school promotes pupils' personal development very well and relationships are very good. The school provides good value for money.

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

- Pupils achieve well throughout the school and standards in Year 2 are above average in many subjects, including English and science. They are well above average in information and communication technology. Standards in handwriting and presentation do not always reflect the good quality of written work sufficiently.
- Teaching is good; teachers use assessment information well to match work to the needs of all pupils. In some lessons time is not used effectively to maintain a good pace of learning.
- Provision for pupils with special educational needs is very good and support staff contribute well to their learning and personal development.
- Leadership, management and governance are very good and have promoted very good and continuing improvement.
- Partnership with parents is outstanding and the school helps them to support their children's learning very well. They are very happy that their children are cared for very well in a happy and secure school community.
- A very good curriculum is enriched greatly by a wide range of visits, expert visitors and clubs.

There has been very good improvement in provision and achievement since the previous inspection in January 1999. Standards have risen faster than nationally in English, mathematics and science because teachers now use assessment information well and provide many more opportunities for higher attaining pupils to achieve as well as other pupils.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	B	C	C
writing	A	C	B	A
mathematics	A	C	C	C

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

**Achievement is good**, and it is very good in science and information and communication technology (ICT). Children achieve well in the nursery and reception classes and most are

likely to meet the learning targets set for this age group by the end of the reception year. However, few are likely to exceed these levels. Standards in English are above average in Year 2, whilst those in mathematics are average. This reflects a natural variation in the year group in mathematics, where achievement is continuing to improve through the implementation of a strong action plan. There is no significant difference in the achievements of boys and girls or between any other distinct groups of pupils. Pupils with special educational needs and those for whom English is not their first language achieve well because of the good support they receive. Since the previous inspection there has been very good improvement in the achievement of the more able pupils. The good quality of pupils' written work is not always sufficiently reflected in the quality of handwriting and standard of presentation. Standards in science and ICT are well above average. Pupils achieve well in art and design and design and technology, and standards are above average. Standards are also above average in dance.

**The promotion of pupils' personal qualities, including their spiritual, moral, social and cultural development is very good overall.** Pupils have very good attitudes to school and enjoy all it offers them. Attendance is good. Provision for social and moral development is very good and as a result, pupils behave well and develop very good relationships.

## **QUALITY OF EDUCATION**

**The school provides a good quality education for its pupils. Teaching and learning are good** and sometimes very good. Assessment is good overall. Information is used very well to target groups of pupils for additional support, such as those pupils with special educational needs. Provision for these pupils is very good. Teachers use their assessment information well in planning to match work to the needs of all pupils, including those who are higher attainers. Pupils who are learning English as an additional language are supported well. The very good curriculum is greatly enriched by a wide range of activities. There is an excellent partnership with parents that promotes pupils well being and learning very well. Links with the wider community and other schools are very good and enhance learning and personal development. The school cares for its pupils very well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good** and the headteacher's excellent vision underpins all the work of the school. This quality of leadership and management ensures that a consistently good quality of teaching is promoted throughout the school. Identified weaknesses are dealt with thoroughly, which is promoting on-going improvement in provision. The leadership of other key staff is very good overall and this has led to very good improvements in subject provision. Governance is very good and all statutory requirements are met. Governors work closely with staff and this partnership has a significant impact on the school's development.

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

Parents' views of the school are extremely positive and they appreciate the way that the school involves them in their children's learning. Pupils also have very positive views of their school.

## **IMPROVEMENTS NEEDED**

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

- Make good use of time in all lessons.
- Improve the presentation of pupils' written work.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good** and standards are **above average**.

#### Main strengths and weaknesses

- Pupils of all capabilities achieve well throughout the school because they are taught well.
- Standards are above average in English, science, art and design, design and technology and dance. They are well above average in information and communication technology.
- Not enough is expected of the standard of pupils' handwriting and presentation of work.
- Pupils with special educational needs make good progress towards their personal targets.
- Pupils who are learning to speak English achieve well because of good planning and support.

#### Commentary

1. There has been very good improvement in achievement and standards since the previous inspection, particularly in science. The school now uses assessment information much more effectively to match work well to the needs of all pupils. At the previous inspection, this was not so for higher attaining pupils, who were underachieving. Standards have risen faster than those nationally, which is good in view of the higher than average movement of pupils into Years 1 and 2 and the increasing numbers of pupils who speak little English on entry. In the current Year 2 there is also an unusually high proportion of pupils with special educational needs, which is having an impact on overall standards.
2. When children enter the nursery, attainment is below average overall, and few children are higher attainers. They achieve well. but standards are still below average when they enter the reception classes. Children continue to make good progress and, by the time they enter Year 1, most attain the learning targets set for this age group, the early learning goals, in each area of learning. However, fewer children than usual exceed these levels.

#### *Standards in national tests at the end of Year 2 – average point scores in 2004*

Standards in:	School results	National results
reading	16.3 (16.7)	15.8 (15.7)
writing	15.8 (15.1)	14.6 (14.6)
mathematics	16.5 (16.8)	16.2 (16.3)

*There were 85 pupils in the year group. Figures in brackets are for the previous year*

3. Good teaching in Years 1 and 2 enables pupils to achieve well so that, by the end of Year 2, standards are above average in speaking and listening, reading and writing

and well above average in science. Standards are average in mathematics but are rising as the school's very detailed action plan is implemented. These standards reflect well upon the school because they are being maintained in a year group with more lower attainers than usual.

4. There has been good improvement in writing but the sound handwriting skills that pupils learn in specific lessons are not applied sufficiently in recording their work. Resulting presentation is very variable and a significant amount of work is untidily presented and set out. This detracts from the quality of what pupils have written and is to be found not only in literacy books, but also in other subjects.
5. Pupils achieve very well in science and standards are above average by the end of Year 2, with a large proportion of pupils exceeding the level expected. This is because the school has reviewed the way it teaches the subject, with many more opportunities for pupils to learn at first hand by observing and experimenting for themselves. Achievement in ICT is also very good and the school has maintained the high standards noted at the previous inspection.
6. Achievement in religious education is satisfactory and standards are in line with those expected. Achievement is good in art and design and design and technology and standards are above average. Work seen in geography and physical education was average and achievement is sound. However, achievement in the dance aspect of physical education is good and standards are above average. No judgment could be made in music or history because no full lessons could be observed.
7. There is no significant difference between the achievement of boys and girls or between the different racial groups represented in the school. The school is very successful in fostering the needs of pupils with special educational needs. Their targets are challenging but realistic and they are supported well in lessons. As a result, they achieve well in relation to their capabilities. Those who have English as an additional language also achieve well because of the good support they receive.

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

Pupils have **very good** attitudes to school and behaviour is **good**. Provision for pupils' personal development is **very good**. School and families work very well together to achieve **good** attendance and punctuality.

### **Main strengths and weaknesses**

- The very large majority of pupils are very positive about their education.
- Relationships are very good in a very good climate of warmth and friendship.
- Behaviour is good and sometimes very good in most lessons and around the school.
- The school provides very well for pupils' personal development and offers very good guidance and support.
- While attendance is good, the overall figure is reduced by families who take holidays during term time.

### **Commentary**

8. Attendance is monitored closely and the school responds immediately to any unexplained absence. The overall level for 2003/4 is good and shows a significant improvement over the level the year before, when there was a dip in attendance. Overall attendance levels are affected adversely because some families take their children on holiday in term-time. Parents work very well with the school to make sure that their children attend regularly and punctually.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
National data	5.1	National data	0.4

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

9. Behaviour is good and the school has good procedures to reward good conduct and to counter any unsatisfactory behaviour. No pupil has been excluded, permanently or temporarily, in recent years. Pupils respond very well to the overall climate of warmth and friendship and develop very good attitudes to learning and school life. They work together confidently in pairs and groups, taking responsibility for their own learning. Year 2 pupils are eager to take on duties, including the playground buddies scheme that supports younger children. Pupils who are new to the school are welcomed into the school 'family' and settle quickly. The school is free from bullying and racism and pupils know that such behaviour is not tolerated.
10. The school provides very well for pupils' personal development, including their spiritual, moral, social and cultural development. As at the previous inspection, provision for moral and social development is very good. Pupils are taught about the difference between right and wrong behaviour within a community and respond well to high expectations of good behaviour, demonstrating respect for property, for the school environment and in the wider community. Pupils learn to live as members of a harmonious community, understanding that every member of the community has the right to respect and has the responsibility to respect others.
11. Provision for pupils' spiritual growth is good in many lessons and during church visits, assemblies and in response to any incidents which might affect pupils' well-being throughout the day. This is an improvement on the previous inspection. The weekly 'circle time' lessons provide good opportunities for pupils to explore their feelings and those of others. This good provision results in pupils developing good self-awareness and a very good level of tolerance respect for themselves and others.
12. Provision for pupils' cultural development is good, as at the previous inspection, and is promoted well through good use of museums, libraries, visiting artists, dance teachers and theatre groups. Families who have links with other countries or who follow different faiths share their knowledge, beliefs and culture, enriching the education of all. This makes a very good contribution to pupils' knowledge and understanding of ways of life other than their own, which is above average for their age.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **good quality** of education for its pupils. Teaching, learning and assessment are **good**. The **very good** curriculum is enriched by a very good range of activities. Resources and accommodation are good overall but outside playgrounds are small and difficult to manage.

## Teaching and learning

The quality of teaching, learning and assessment are **good**.

## Main strengths and weaknesses

- Teachers plan interesting lessons, making good use of resources, particularly computers. In a few lessons, time is not used effectively to maintain pupils' interest and the pace of learning.
- Assessment information is used well to match work to the needs of all pupils. In English, it is also used well to set targets for individuals.
- Teachers make very good use of homework to consolidate and extend learning.
- Classroom support staff provide good support for learning, particularly for the pupils who have special educational needs or who are learning to speak English.

## Commentary

13. The quality of teaching and learning is consistently good throughout the school, and sometimes very good. This is a significant factor in pupils' achievements. During the inspection, all teaching observed was at least satisfactory, most was good and it was very good in several lessons. This represents an improvement from the previous inspection in both the proportion of good and very good lessons. Evidence from pupils' work and discussions with pupils confirms that this standard of teaching is usual for the school. An on-going programme of staff training is matched well to the school's most important priorities and supports improvement in teaching and learning. Teachers plan well together, so that all classes in the same year group have the same opportunities in learning in each subject.

## *Summary of teaching observed during the inspection in 39 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (18%)	21 (54%)	11 (28%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. Lessons are interesting, with a strong focus on providing practical experience, so that pupils can learn at first hand. This is especially effective in science, where pupils have very good opportunities to investigate and discover things for themselves and very good questioning makes them think deeply about their findings. Resources are used well to engage pupils' interest. For example, teachers are very confident in using the interactive whiteboards in introductory sessions, such as in a history lesson in Year 2, when the teacher played a short video on evacuation during World War 2, before getting pupils to empathise with their situation. Teachers plan very well for the use of ICT across the whole curriculum and develop pupils' skills very well through other subjects. Whilst time is usually used effectively in lessons, pupils spend too long sitting listening to their teacher in some, and not enough time is devoted to their own

tasks. This was observed in several lessons but was particularly noticeable in some of the sessions that followed literacy or numeracy lessons at the end of the morning. Pupils had worked hard in those lessons and then sat listening on the carpet for some time. Some found it hard to concentrate for so long. They became restless and teachers had to devote more time to managing behaviour. Although the pace of learning was satisfactory, it was not as good as in most lessons. Where pupils were involved in more practical tasks in these sessions, concentration was better and they gained more from activities.

15. At the time of the previous inspection, assessment was not a strong feature in the school, with work not matched closely enough to the needs of all pupils, particularly those of higher attainers, who were underachieving. There has been very good improvement in the systems of assessment and in the way information is used to target groups of pupils and in planning to match work well to the needs of all. Assessment in English is particularly well developed because all pupils have personal targets that tell them what they have to do to improve. They each have cards that remind them to check their work to make sure that they are achieving their targets and are involved in evaluation of their own work and that of their classmates. This quality is presently being extended to mathematics, and detailed targets for each year group are in place and shared with pupils and parents, although pupils do not yet have personal targets. The school has also recently made improvements to assessment procedures in all other subjects to help teachers plan effectively and gain a good understanding of what pupils know and can do.
16. Throughout the school, teachers make very good use of homework. That provided is interesting and varied, such as interest boxes and mathematics games that offer a practical and enjoyable approach to learning. As parents are very well informed about how to help, they support learning very well. Home-school diaries are used very well to help parents focus on what their child needs to learn and for parents to inform teachers about how well their child succeeded.
17. Classroom support staff are deployed well to support individual pupils in whole class sessions and groups and individuals in independent tasks. This is particularly helpful to those pupils who find it difficult to maintain concentration during teachers' introductions, those who lack confidence in speaking aloud or those who are only just learning to speak English. It helps them to understand what is said and to take a full part in answering questions or offering ideas, and promotes their learning and self esteem very well.

## **The curriculum**

There is a **very good** curriculum and **very good** enrichment through a wide variety of activities. Resources and accommodation are **good** overall; resources are good and accommodation is satisfactory.

## **Main strengths and weaknesses**

- The curriculum is rich and interesting and provides very well for equality of access and opportunity for all pupils.
- Provision for personal, social and health education is very good.

- Provision for pupils with special educational needs is very good.
- There is an extensive range of extra-curricular activities.
- Resources are good overall.
- The outside areas are restricted and limit the range of playtime activities. They are very difficult to supervise.

## Commentary

18. The curriculum in Years 1 and 2 is broad, balanced and relevant and is planned very well to develop pupils' knowledge and skills progressively. Statutory requirements for the National Curriculum and the local education authority's agreed syllabus for religious education are met in full. The school has built successfully on the good provision noted at the previous inspection. Very good provision for personal, social and health education includes sex education and education on the use of medicines. It promotes healthy eating and exercise very well.
19. Subject policies and schemes of work are detailed and highlight many opportunities for links with other subjects. This makes for interesting, sometimes exciting lessons, as well as maximising the use of time. The school is highly committed to providing equal access to the curriculum for all its pupils, and planning and support ensures that all groups of pupils are equally well catered for, both in lessons and in the extra-curricular activities. The good curriculum for children in the nursery and reception classes provides for a wealth of well-planned activities, which emphasise skills, knowledge and understanding.
20. Provision for the pupils with special educational needs is very good and meets fully the requirements of the national code of practice. Pupils' needs are identified early and they receive regular extra support from specialist staff both from within the school and from outside services. Well informed staff are deployed effectively to meet the needs of these pupils. Similarly, the provision for pupils who are learning to speak English is well planned and effective and helps them to develop their understanding of English and take a full part in lessons.
21. The very good range of extra-curricular activities is much wider than in most infant schools and has been developed very well since the previous inspection. Clubs, including ball games, dance and athletics provide very well for those pupils who demonstrate an interest in, and talent for, physical activities. These are further enriched by Easter and summer holiday sports activities and in competitions at the Sheffield Institute of Sport. As a result of this participation, the school has recently been awarded the Sport Activemark. Design and technology, recorder and ICT clubs offer interesting opportunities to many other pupils. Visiting experts, such as artists, dance teachers, librarians, theatre groups, and Nature Watch groups add a valuable extra dimension to pupils' education. Interest in learning is further stimulated by many visits, such as to arts centres and art galleries, and the Yorkshire Sculpture Park.
22. A good combination of experience and expertise amongst teaching and support staff ensures that all aspects of the curriculum are taught effectively. Resources, including a well-stocked library and computer suite, are good and support learning well. Accommodation is satisfactory overall, but the outside playground areas are small and

scattered about. Consequently, they limit pupils' opportunities to move about freely and require unusually high levels of supervision.

### Care, guidance and support

The school takes **very good** care of its pupils. Pupils have very good relationships with the adults from whom they receive very good support and guidance. The school has **very good** procedures to seek and respond to pupils' views.

### Main strengths and weaknesses

- The school takes great care to make sure of pupils' protection, health and safety, but the limited playground space results in occasional minor accidents.
- Monitoring of pupils' personal and academic progress by all staff is very good.
- Procedures to meet the specific needs of all pupils are very good.
- The school encourages pupils to voice their views, and responds to them very well.

### Commentary

23. Child protection procedures are in place and implemented effectively. Regular monitoring of school premises, up-to-date risk assessments and regular checks of equipment make sure that all activities, in and out of school, are as safe as possible. The school promotes healthy living well and pupils are encouraged to eat nourishing food and take regular exercise. Midday assistants are vigilant for pupils' well-being and safety at lunch-time but the limited size of the playground results in occasional collisions.
24. There are very good procedures to meet pupils' needs, both personal and academic. These have shown strong improvement since the previous inspection. Academic progress is assessed and checked to make sure that pupils make consistent progress. Class teachers monitor personal development on a day-to-day basis and any concerns are dealt with immediately. Staff work closely with families to support pupils who experience any difficulties. Particular concerns are shared in regular staff meetings, to try to ensure that every pupil is supported well. Regular contact with outside agencies ensure that staff and families have professional advice in response to specific needs.
25. Good induction procedures provide a smooth and carefully planned introduction to school life. Parents and teachers work very closely to make sure children settle happily. All pupils who enter the school, either in nursery, the reception classes, or during Years 1 and 2, are welcomed warmly and supported very well, so that they become confident and secure. Pupils for whom English is not their first language settle very well into the friendly and supportive climate and the school is resourceful in finding adults to translate for their families. Children in the Foundation Stage achieve well in their personal, social and emotional development and most achieve the learning targets set in this area by the time they enter Year 1.
26. Classroom assistants make a very good contribution to pupils' progress in lessons and in school. Mid-day assistants work closely with teachers and classroom assistants to ensure that pupils' well-being and behaviour is monitored consistently. Good behaviour is celebrated and unsatisfactory behaviour is challenged. The school makes

good use of strategies such as Brain Gym' to make sure that pupils learn and achieve as well as possible.

27. Meeting times such as assemblies, registration and weekly 'circle time' lessons are used very well to discuss pupils' views of school life. Pupils are encouraged to discuss their views and they say that teachers listen to their ideas. End of year school reports include a record of achievement written by each pupil, describing what they have most enjoyed and what they have found difficult. They identify their main strengths, weakness and targets for the future, which gives them a very clear view of their learning and an incentive to do even better. During the year, pupils make their own assessments of areas they find difficult and this information is used to provide extra support. Pupils are consulted regularly, such as about friendship groups if classes are re-organised as they move up the school. They have been consulted about the design of playground markings and the school's gardens, including decisions about which seeds and plants they would like to grow. This consultation contributes very well to pupils' sense of ownership of the school.

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

The school has an **excellent** partnership with parents and **very good** links with the community and other schools, which enrich the curriculum and pupils' learning.

### **Main strengths and weaknesses**

- Overall procedures to involve parents in the school and in their children's education, both at home and in school, are excellent and are a great strength of the school.
- Information provided for parents about the school, the curriculum and about pupils' standards and progress is outstanding.
- The partnership between school and parents to support children by responding to any concerns or specific needs is excellent.
- The school's links with the community are very good and enrich the curriculum.
- Links with other schools and colleges are very good.

### **Commentary**

28. There has been very good improvement in the partnership with parents, who are overwhelmingly positive about all aspects of the school and hold it in high regard. They are particularly strong in their agreement about their children's happiness in school and the way they feel they can approach the school. They are very pleased with the quality of leadership and management, the way their children are taught, supported and enabled to mature. They value the range of activities offered, and the way the school seeks their views and explains how they can help their children. They feel that behaviour in school is good and their children are not bullied or harassed.
29. Written information for parents includes class letters, giving them a very clear account of what their children will be studying and how they can help them at home. Parents are helped to support their children's literacy and numeracy work with a range of ideas for activities that can be done at home. For example, pupils take home interest boxes to share with their parents, which help them to learn and investigate independently. The homework has improved greatly in quality since the previous inspection because it is much more varied. Parents have termly opportunities for



individual consultation with their children's teacher and receive a very good record at the end of the year of their children's achievements. This gives them a clear picture of their children's personal development, what they have studied, how well they have worked, and which are their strengths and areas for development. The quality of these reports has improved very well since the previous inspection. Parents are consulted regularly and their views are valued highly.

30. Parents are welcomed into classrooms every morning to see their children's work, help them settle, and if necessary have a quick word with the teacher. This is an excellent start to the day and contributes to the family feeling in school. Parents know that the school values their contribution to their own children's education at home, and many help in class and on visits. Grandparents' contributions are also highly valued, for example in developing the school garden. Parents contribute very generously to the school's fund raising events for charities and school funds. Family learning projects are very successful and enable parents to take further training courses at college, as well as support their own children's education.
31. Links with the community are very good. Local visits enrich the curriculum, including visits to churches. Very good links with the local library extend pupils' learning in literacy. Many local businesses support the school and governor links with the parish council have provided valuable resources for the playground. Visitors from the community enrich learning, for example by talking about safety, care for wildlife and the environment, and by enriching the curriculum with dance, drama and poetry.
32. Very good links with the adjoining junior school ensure that, when pupils leave Year 2, they have a very smooth introduction to the next stage of their learning. Very good links with other schools and colleges enrich learning, such as in the physical education curriculum, through use of expertise and facilities. Pupils regularly write letters to their 'pen pals' in neighbouring schools. The school welcomes pupils from comprehensive schools for work experience. Links with the nearby playgroup smooth the transfer to the nursery. The school is always looking for ways to extend the education of its pupils, the participation of parents, local community members and other schools and colleges, and is highly regarded by the community it serves.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good** overall, maintaining the quality identified in the previous inspection. The leadership of the headteacher is **very good** and her vision is excellent. The leadership of other key staff is **very good**. The governing body is very involved in the life of the school and governance is **very good**, representing a very good improvement since the previous inspection.

### **Main strengths and weaknesses**

- The excellent vision and forward planning of the headteacher underpins the school's success in driving up standards.
- Very good leadership and management have promoted very good improvement.
- The governing body are very aware of the strengths and areas for improvement in the school.

- The governing body, the headteacher and other key staff are totally committed to including all pupils, who receive a high level of care as individuals.
- The excellent work with parents results in a very high level of confidence in the school, which has a high reputation locally.
- The school evaluates its work very well and takes effective action.
- Financial procedures and planning are very good.

## Commentary

33. As at the previous inspection, the leadership of the headteacher is a major factor in the school's success. Strong, charismatic and supportive leadership has helped to fulfil the high aspirations of achievement for pupils. The headteacher's vision is excellent and this is translated well into a very comprehensive and well-researched plan to guide the future work of the school. Very good teamwork by all staff is evident and the headteacher is held in high regard by all. Key staff provide very good support and are given the time and the authority to monitor and develop their subjects. This has led to very good improvements in standards and achievement. The school demonstrates a very high commitment towards providing for the needs of all its pupils. For example, the provision for pupils with special educational needs is very well managed and helps these pupils to achieve well towards their academic targets, and very well towards their personal targets.
34. Parents are unanimous in their view that the school is very well led and managed. The school devotes considerable time to explaining to parents how they can help their children at home and in school. This excellent relationship with parents has helped to improve the achievement of pupils. Parents are proud of their school, which has a high reputation in the local area. The way in which the school includes all pupils is excellent and is particularly important in view of the high level of pupils with special educational needs, the recent addition of refugee children and the above average level of mobility in some year groups.
35. The school evaluates its work very thoroughly and uses all available data and information to make very good improvements. This is particularly apparent in science, where the previous inspection identified a weakness in the achievement of higher attainment pupils. The school's own analysis also showed a weakness in scientific investigation. The strong steps taken to address these issues has led to very good achievement in science, in particular the number of pupils attaining the higher level in Year 2 has improved from below to above average.
36. The governing body fulfils its statutory duties very well and its policies, including those to promote racial harmony, are implemented effectively. Governors are regular visitors to school and are very aware of its strengths. Their very good awareness of what it needs to do to improve enables them to make a very good contribution to strategic planning. They are extremely supportive of the school and are appreciative of the headteacher's open approach. Nevertheless, they ask searching questions of the school and do not hold back from challenging its thinking when they have concerns. They took time to consider all the implications before approving the change in the way the school's finances are managed. Financial control and budgetary planning are very good. Spending is prudent and closely linked to strategic planning and the school improvement plan. The school spent some of its planned savings on

resources for ICT last year and this has helped to improve standards in this subject. The school gives good value for money.

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

Income and expenditure (£)	
Total income	610,204
Total expenditure	642,697
Expenditure per pupil	2,435

Balances (£)	
Balance from previous year	45,442
Balance carried forward to the next	12,949

## **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**.

37. On entry to the nursery, children's attainments are below what is usual for their age, particularly in social skills and speaking and listening skills. Good teaching and learning promote good achievement for all groups of children, including those with special educational needs, who are supported well. This reflects the good provision noted at the previous inspection. A very caring approach to individuals has contributed significantly to the good progress of children for whom English is an additional language. Skilled support staff make a very good contribution to children's learning. Children achieve well in the nursery, but the attainment is still below average when they enter the reception classes. They continue to make good progress in all areas of learning and most are on course to achieve the early learning goals set for the end of reception year. This is confirmed by the good tracking documents kept by the school.
38. A good curriculum provides stimulating and practical activities in all areas of learning, which meet the needs of young children well. Accommodation is bright and attractive, with direct access to secure outdoor areas. The use of the outdoor areas is a developing aspect and is currently satisfactory. Good quality resources are used effectively to meet the needs of young children. A strong feature of provision is the close co-operation between all adults who work well as a team for the benefit of the children. The planned involvement of parents in their children's learning is excellent. For example, parents help their children in finding their names to register at the start of a session, and are generous with their time in helping at home and in lessons. During the inspection, a parent gave a very informative and interesting talk about Eid.
39. Leadership and management are good and this has resulted in good improvement since the previous inspection. There has been good improvement in literacy and numeracy since then because of the clear focus placed on these aspects. Assessment procedures are very thorough and the results are used well to help children improve.

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

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

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

- Very good relationships between all adults and the children set a good example.
- There is a good expectation for children to develop independence from the start.
- Good opportunities help children to develop self-confidence and consideration for others.
- A small minority of children find it difficult to concentrate in class sessions.

#### **Commentary**

40. This area of learning receives a high profile when children start in the nursery and, consequently, children achieve well. Teaching is good; staff provide a caring

environment in which children quickly settle and feel secure. Relationships are very good and, as a result, children's personal skills quickly improve so that they reach the expected goals by the end of the reception year. Rules and routines are carefully explained and children respond well to the high expectations of behaviour and of following rules. Children are encouraged to develop independence from the start, such as when they change for gymnastics lessons, though help is always at hand if needed. They gain a good understanding of consideration for others through taking turns and through learning about the different cultures represented in school and in the wider world. Children have many opportunities to develop confidence and self-esteem through judicious use of praise and through leading some activities, such as making the sounds for other children to count. Most pay close attention to activities and instructions, but a small minority finds it difficult to concentrate in class sessions for any length of time and need close support from staff to keep them involved.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- A high priority is given to developing speaking and listening skills in all activities.
- Basic skills are taught systematically.
- Parents make an excellent contribution to children's reading development.
- Few children exceed the expected level by the end of Reception.

### **Commentary**

41. Good teaching involves all adults talking to children during activities and enables them to achieve well. As a result, most reach the expected goal by the time they enter Year 1, though few exceed that level. Staff speak clearly, using simple resources well to demonstrate and explain, which helps children to improve their vocabulary. A strong feature is the way support staff give additional explanations to children with special educational needs and those learning to speak English, so that they take a full part in lessons and make good progress. Good questioning encourages children to speak and they are always given sufficient time to make their contribution.
42. A clear focus on literacy since the last inspection has led to good improvement in provision. Basic reading and writing skills are taught systematically from the start. Nursery children gain an understanding of letter sounds through regular activities, such as looking at objects with the same initial sound in a shopping basket, whilst reception children have the sound of the week as a focus. The school places considerable importance on sharing books with individuals and small groups in Reception, which helps to develop reading skills well. All children take books home each evening and the advice given to parents helps them to make an excellent contribution to children's learning. Writing skills are taught well and teachers employ a wide range of strategies to support learning. For example, in a very good literacy lesson, children practised letters in coloured sand, completed dot-to-dot letters and painted large letters. In all these activities there were constant reminders about starting points and directions. Children are encouraged to use these skills in activities such as writing shopping lists.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Counting skills are developed well.
- Teachers make good use of simple resources to help children understand.
- Understanding of shape is less well developed.

## Commentary

43. There has been a clearer focus on developing numeracy skills since the last inspection, which has led to a good improvement in provision. Teaching is good and children achieve well. Most reach the expected level by the time they enter Year 1 but few exceed this. There is a strong emphasis on practical activities in counting from the start, such as by counting currant buns in rhymes in the nursery and looking at one more or less than a number on the number line in reception. The use of simple resources helps children gain a good understanding of numbers and simple calculations. Good questioning helps children to identify and use the counting strategy that suits them best, and solve simple problems. Children learn the language of measurement through a good variety of activities, such as weighing ingredients when making buns. There was little evidence of work on shape in class or on display at this stage of the year, and school assessments suggest this aspect is not as strong as other areas of mathematical development.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children are developing good computing skills.
- There is good use of non-fiction books for information.
- Some children lose concentration during independent activities.

## Commentary

44. Teaching is good and children achieve well through participating in a good range of practical activities. Most attain the recommended goals by the time they start in Year 1. Computing skills are taught systematically and children learn to use them well. In a good lesson in the ICT area on designing a menu, the teacher made good use of an interactive whiteboard to demonstrate how to draw and label food. Children show clear understanding of the differences between farm and wild animals, and look carefully at pictures in non-fiction books to gain information. They learn about the immediate area, for example by visiting the local hairdressers. Children learn well about changes to materials. For example, children in the nursery observed changes to the ingredients in rock buns as they mixed them in the bowl and then baked them. Some find it difficult to sustain concentration on an activity when there is no direct adult involvement, which slows their learning. All classes have good access to outdoor areas, though this is not always fully utilised to extend children's understanding of the world around them.

## PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

### Main strengths and weaknesses

- Children are shown how to use a good range of tools, implements and toys.

## Commentary

45. Teaching is good and so children achieve well, with most reaching the expected level by the time they start Year 1. A good range of activities is planned to develop children's physical skills. For example from the start of the nursery, children have regular practice using the large wheeled toys. A good feature is the way that adults demonstrate how to use different tools, be it scissors, pencils or the computer mouse, so that children develop their skills well. The regular exercises during Brain Gym helps children to improve their co-ordination. In lessons in the large hall, children develop a good awareness of space and also the effects of exercise on their bodies.

## CREATIVE DEVELOPMENT

Provision for creative development is **good**.

### Main strengths and weaknesses

- Children use a good range of materials.
- Imaginative play areas are interesting.
- Children are not always actively involved during music lessons.

## Commentary

46. Teaching is good and children achieve well. Most meet the learning goals by the time they enter Year 1. They use a good range of materials and techniques to create pictures, and become particularly skilled in mixing paints, for example when producing autumn patterns. Children are encouraged to look closely at pictures and objects, which improves the quality of their work, as when making clay animals. Children extend their imagination well through role-play and learning is improved when adults are actively involved, such as when a nursery nurse sat behind 'the driver' as a passenger on the bus. The quality of music making is satisfactory. Children learn well when they are actively involved in lessons, for example in clapping the beat, but become restless during periods of inactivity when waiting their turn to be involved with playing instruments.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Achievement is good for all groups of pupils and standards are above the national average by the end of Year 2.
- Teaching and learning are good overall but introductions to some lessons are too long.
- Learning support assistants are deployed well.
- Literacy skills are developed well in other subjects.
- Assessment information is used very well to match work to pupils' needs and interests.
- The subject is led and managed very well.



## Commentary

47. Standards are above average in speaking and listening, reading and writing by the end of Year 2. This is an appreciable improvement to the findings of the previous inspection and is partly because the school has made very good improvement in the provision for higher attaining pupils. Since 1999, the results of the Year 2 National Curriculum tests in reading and writing have fluctuated but the overall trend is a faster rise in standards than those nationally. There is no difference in the overall achievement of boys and girls, although girls outperform boys significantly in writing tests. This is due primarily to the unusually high percentage of boys with special educational needs. A pleasing feature is the strong promotion of writing through the recently set up pen-friend programme, which is helping to improve standards for all pupils.
48. When pupils enter Year 1, their speaking and listening skills are average. Due to the hard work of teachers and support staff, the vast majority of pupils become good communicators by the end of Year 2. They demonstrate good skills when responding to teachers' questions, and most are attentive and eager to contribute to discussions. The introduction of drama is beginning to impact positively, as illustrated by pupils role-playing scenes from Percy the Park Keeper during a Year 2 lesson.
49. Reading is promoted strongly and pupils' enthusiasm begins at an early age; for example, when they eagerly discover the meaning of words relating to events or character traits in texts such as 'The Owl Babies'. Higher attainers read authors such as Roald Dahl fluently and with expression. Lower attainers are less fluent but use their knowledge of sounds well to pronounce unfamiliar words prior to deriving their meaning. Strong links between home and school promote pupils' reading very well. Parents are very well informed and supportive of their children, and reading diaries provide a very effective dialogue between home and school.
50. A strong focus on writing is beginning to have a positive impact. As pupils get older the quality of descriptive and creative work improves significantly. By Year 2, their good depth of reading is often reflected in their writing. For example, having studied Moira Andrews' poem, 'Five More Minutes at the Park', they composed their own interesting verses. Higher attainers often use exciting language to develop ideas, convey meaning and hold the reader's interest. This was exemplified well in a Year 2 lesson when children personalised the feelings of World War II evacuees in letters home. Throughout the school, pupils enjoy composing poems. The standard of handwriting varies. Whilst it is satisfactory overall, it is not always as neat as it should be, and presentation of work does not sufficiently reflect the quality of the content.
51. Good teaching and support by additional classroom staff have a positive impact on the pupils' progress. This, combined with the pupils' own willingness to learn, ensures that all, including those with special educational needs and for whom English is an additional language, achieve well. Regular specialist input by the local authority's learning support service is very effective for those pupils with special educational needs. In the best lessons, teachers make very good use of time and resources. Pupils enjoy the interesting lessons and are motivated to work hard and behave well. Learning is enhanced further in many lessons by the meticulous matching of work to

pupils' capabilities. Effective questioning skills help to extend pupils' thinking and understanding, and help teachers to assess how well pupils are achieving. As a result, they set a new task or re-adjust the original to ensure suitable challenge. This was seen to good effect in two Year 1 classes when recalling features from the text of 'The Owl Babies'. Occasionally, teachers take too much time in explanations, and insufficient time is allocated for actual writing. This means that the benefits of good lesson planning and introductions are not realised fully.

52. The subject is led and managed very well. There is a clear view of strengths and weaknesses and a determination to raise standards even higher in all aspects. Staff are deployed effectively and the quality of teaching and learning is checked rigorously. Assessment is very good and information is used very effectively to highlight areas for improvement. Pupils who require additional support and to check that all pupils are making sufficient progress. Pupils know their personal targets and are now increasingly involved in evaluating their own work.

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

53. Throughout the school, pupils' skills are applied and improved effectively in work in other subjects, for example, when using specific vocabulary in writing up science experiments. There are good opportunities in history and geography to extend reading skills, such as by developing skimming and scanning skills, for example, when pupils carry out research on hot and cold global regions. Overall provision is good and pupils show good competence in applying and developing their skills in a wide range of situations.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well in all aspects of mathematics because they are taught well.
- Pupils have sound understanding of methods of calculation but some find it hard to recall strategies to use in solving problems in mental mathematics.
- Support staff are used well to help the pupils with special educational needs or those who are learning English to take a full part in lessons.
- Parents help their children effectively with a very good programme of homework.
- Very good leadership has led to very good improvements in provision.

### **Commentary**

54. All groups of pupils achieve well because teachers take care to match work well to the needs of all different groups in their classes. This is a significant improvement on the situation at the previous inspection, when the work for higher attainers in particular was not interesting or challenging enough to help them make sufficient progress. Pupils now have a sound understanding of numbers and methods of calculation but only the higher attaining pupils are confident in applying these to solve simple problems in mental calculation. Teachers have identified this problem and are

concentrating successfully on providing these pupils with a sound range of strategies to use to help them in working things out.

55. Teaching is good overall. Lively and practical lessons help pupils gain a sound understanding of what they are learning. Teachers usually match work well to the needs of the whole class but, just occasionally, expectations of what some pupils can achieve are a little high. For example, in a lesson introducing word problems, the teacher asked pupils to recall a complex strategy that they had learned before but were not confident with. This proved to be a step too far for average and below average attainers. However, the teacher was quick to recognise this and adjusted her planning well to consolidate understanding.
56. Clear instructions help pupils understand what they are expected to do and to learn. Teachers make very good use of interactive whiteboards to engage pupils attention and involve those of all capabilities in demonstrating what they know and can do to the class. They enjoy this and are motivated to work hard on their individual tasks. Time is used well in most lessons to maintain interest, but very occasionally too long is spent on explanations. On these occasions, interest wanes and the pace of learning slows. The end of lessons is used effectively to consolidate learning. Very good use is made of homework to extend learning. Parents are well informed about how to help, and offer very good support to their children. Classroom assistants give valuable support to those who are only just learning to speak English by quietly checking that they understand what teachers are saying. They also support pupils with special educational needs well in whole-class sessions so that they can take a full part in activities. This support helps both these groups of pupils to achieve well.
57. Leadership and management are very good, which has led to significant improvement since the previous inspection. Assessment data is used very well to highlight areas for development and this year has led the school to focus on numeracy as one of its major priorities. A very detailed action plan sets out specific targets for pupils to achieve in each year group. Whilst these targets are effective in helping teachers to plan lessons and in informing parents what is to be achieved over the year, they have not yet been used to highlight the next step in learning for each pupil, although this is currently being planned.

## Mathematics across the curriculum

58. Pupils show sound competence in applying their skills across the curriculum. The school makes good use of links between subjects, which provide pupils with good opportunities to do so. They enjoy developing their skills in meaningful situations. For example, in learning about living things in science, pupils study their bodies and weigh and measure themselves, entering data into computers. In design and technology, they measure accurately when making their products, so that their products are finished well.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Pupils achieve very well.
- The school has made very good use of assessment data to identify and address areas of weakness in the curriculum.
- Pupils are provided with very good opportunities to investigate in small groups, with very good support from the class teacher or classroom assistant.
- Time is not always used effectively in the shorter sessions at the end of the morning.

### Commentary

59. Standards are above average by the end of Year 2 because there is now very good provision for higher attaining pupils, so that the number attaining the higher level has improved from below average to above average since the last inspection. Pupils achieve very well.
60. Teaching is good overall. Work is interesting, suitably practical and motivates pupils to learn. A strong feature is the way science is taught within an integrated session, which enables pupils to conduct scientific enquiries in small groups. Sessions are planned so that each group is led by the teacher or a skilled classroom assistant, who use questions well to encourage pupils to develop their own thoughts. This helps all pupils, including those with special educational needs, to achieve very well. In particular, it provides opportunities for higher attaining pupils to extend their understanding. For example, whilst some pupils completed an electric circuit to make the bulb light, others extended this to include a switch mechanism. Very good use is made of questions to encourage pupils to formulate their own ideas, for example pupils were asked to think about the word *circuit*, prompting ideas about a closed shape. Teaching is less successful in some shorter sessions at the end of the morning, where insufficient attention is paid to the organisation of activities and so time is not used effectively. Opportunities to focus on literacy skills in recording work are missed in some lessons.
61. The subject is led and managed well. Extensive staff training and rigorous analysis of data has enabled the school to fully address the key issue from the last inspection. A detailed analysis of data led to the identification of scientific enquiry as an area for development. Changes in the curriculum led to a much greater focus on this area and

has resulted in a very good improvement in standards. Monitoring of teaching and learning led to a reorganisation of assessment procedures to track and influence the progress of pupils more accurately.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils make very good progress, and skills are above average in Year 2.
- Teaching is very good because teachers are very confident in using ICT resources and have high expectations of what pupils can achieve.
- Computers are used to good effect across the whole curriculum.
- The subject is led and managed well.

### **Commentary**

62. Pupils achieve very well because teaching is very good and pupils have very good attitudes to learning. High standards have been maintained since the previous inspection because the school is highly committed to the subject. Pupils develop good levels of confidence in using computers and other equipment, such as listening stations and digital cameras. They see computers as an everyday tool for learning, and good keyboard and mouse skills help them easily access and use specific programs, saving and printing their work independently. Pupils enter text and data independently and combine text and graphics in recording their work. They learn the value of computers in drafting and editing their work to improve the finished product. Pupils also write instructions to control the movements and sounds of a robotic toy. They control the movements of drawing and painting tools in computer art to produce both abstract and observational pictures. Pupils enjoy their work and are often to be found using computers independently before school and in breaktimes.
63. Teaching is very good because teachers have good knowledge and understanding of the subject and are very confident in using computers themselves. They provide very good role models to pupils when they use interactive whiteboards in the introductions and closing sessions of lessons. They plan very well to incorporate ICT into many lessons, providing pupils with many opportunities to use equipment independently. Skills are taught very well effectively, mainly in the context of other subjects, to maximise the use of time. All classroom staff provide good support as pupils practise these skills in research and recording. However, time is not always used as well as it might be in some separate ICT lessons. For example, in a lesson at the end of the morning, pupils had to sit for a long time on the carpet, straight after a literacy lesson. Few had any opportunity to have hands-on experience and several became restless. Although most made satisfactory progress, it was not as rapid as in other lessons.
64. Knowledgeable and effective leadership of ICT has enabled the school to maintain the quality of provision and achievement noted at the previous inspection. The school has a high commitment to the subject, which is demonstrated in the way it keeps abreast of new developments and provides good training and resources to enable teachers to

fulfil the ever increasing curriculum demands. The extensive use of laptops provides very good flexibility for teachers. The provision of an after-school ICT club enriches learning well for Year 2 pupils.

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

65. Pupils are competent in learning and applying their skills in other subjects. Teachers plan well to provide many opportunities for research and recording across the whole curriculum. This helps pupils practise and develop their skills, and learn the importance of ICT in everyday learning and life. For example, in a history lesson, pupils used a word processing program to write letters home from evacuees, and the digital camera and mini-video recorder are used well in physical education to help pupils identify their successes and areas for improvement.

### **HUMANITIES**

Insufficient lessons could be observed in **geography** and **history** to make overall judgements on the quality of provision, and of teaching and learning.

66. In **geography**, only one lesson was observed. Together with an analysis of pupils' work and discussions with them, this shows standards to be in line with those expected by the end of Year 2. In the lesson observed, which involved the study of global climates, pupils displayed good attitudes, collaborated well and enjoyed the activities. Year 2 pupils have a sound knowledge and understanding of man-made and physical features, which are evident in their comparisons between Brinsworth and the Isle of Coll. Higher attainers refer to maps and diagrams to support their learning. Visits, such as to Ulley Country Park, Sherwood Pines and Cleethorpes, and regular trips around the immediate locality, enrich studies very well. The subject is led and managed well. Resources are good and support learning effectively.
67. In **history**, it was possible to observe only one session, as part of an integrated subject lesson, and only limited written work was available for examination. It is, therefore, not possible to make an overall judgement about standards, provision or teaching. In the lesson observed, about evacuation during World War II, teaching and learning were very good.

### **Religious education**

It was possible to observe only one lesson in religious education and, therefore, no overall judgement can be made on provision.

### **Main strengths and weaknesses**

- Good links are made with other subjects but this sometimes means that the subject is not taught as regularly as it might be.
- There are sound opportunities for pupils to learn about a range of faiths in lessons and in acts of collective worship.
- There is a good emphasis on discussion and practical experience to bring learning to life.

## Commentary

68. By the end of Year 2, pupils achieve satisfactory standards of knowledge and understanding of Christianity and other world faiths, such as Judaism and Islam. This maintains the standards noted at the previous inspection. Pupils begin to think more deeply about the subject as they answer thought provoking questions. For example, when studying creation, they thought about how the world would be different without God's gifts and what their responsibilities are in caring for their world. They responded thoughtfully when asked, "What is puzzling about our world?" For example, several pupils asked, "Why is there so much fighting in the world?".
69. The previous inspection expressed some concern about the varying amount of time teachers devoted to the subject. This still varies to some degree because of the way much of the subject is taught in the integrated topics. This means that there may be some weeks between teaching of the subject, and knowledge and skills are not built upon in lessons as systematically as they could be. However, daily collective worship sessions now also contribute to teaching each week. For example, in an assembly on festivals, pupils learned about the Hindu celebration of light, Diwali. They learned the story of Rama and Sita and about the artefacts that Hindus use to celebrate Diwali, such as the oil lamps or divas. In a follow up lesson in Year 2, pupils then built on this learning by considering the prayers that Hindus might make to their gods.
70. During the inspection, it was possible to observe only one lesson and a small part of another lesson, because of the way in which the subject is timetabled. Therefore, no fully-balanced judgement can be made on the quality of teaching and learning. Teaching in that lesson, taken by the subject manager, was good. However, the observation of collective worship and an examination of pupils' work indicates that teaching is often satisfactory. Teachers have sound knowledge and understanding of the subject and plan interesting lessons. They link religious education well to other subjects, often with a strong focus on discussion, practical activities and cultural understanding. For example, in the theme of autumn, pupils learned about harvest celebrations of different faiths and examined bread, fruit and vegetables eaten by followers of different faiths. This is sometimes underpinned by visits from parents of various faiths who share their experiences, beliefs and values with pupils.
71. The subject is led well and recent developments are beginning to have a good impact on the quality of provision. Planning is checked to ensure that all aspects are taught, either through topics, in collective worship or in separate lessons. Management has been satisfactory in ensuring that the subject is covered fully and a programme of classroom observations is planned for the next term. A new system of assessment has been introduced recently and is already beginning to have an impact on achievement by recording what pupils know and understand.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to observe enough lessons in **art and design, design and technology or music** to make overall judgements about the quality of provision.

72. No lessons were observed in **art and design** but much work was on display around the school. The quality of the work is above the standard expected for the age of the

pupils and achievement is good. There is a particular strength in paintings and drawings from close observation. There are some very good links with other subjects, such as science and geography.

73. No lessons were observed in **design and technology** but the quality of work seen is above the level expected for the age of the pupils and they are achieving well. The curriculum is good and provides well for all aspects of the subject. Particularly impressive is the way pupils work through the whole process of looking at similar products. They design and make their own object, for example a wheeled vehicle, and then make suggestions about how they could improve their product.
74. It was possible to observe only one short session in **music** and so it is not possible to make judgements on provision or standards. A good aspect is the way in which pupils choose instruments to match a particular sound and compile a simple graphic score of their compositions.

## Physical education

Provision for physical education is **good**.

### Main strengths and weaknesses

- Teaching is good overall and promotes good achievement.
- Standards in dance are above average.
- Pupils enjoy physical education and display good attitudes.
- There is a limited emphasis on coaching skills in some lessons.
- Leadership and management are good and have led to good improvement.

### Commentary

75. During the inspection the curriculum focus was on gymnastics, dance and ball skills. Lesson observations indicated standards by the end of Year 2 are with national expectations, which is similar to the last inspection. However, a pleasing feature is the standard of dance, which is above national expectations. The good achievement by all groups of pupils, including those with special educational needs, is due mainly to good teaching and the pupils' own eagerness to improve.
76. By Year 2, most pupils display imaginative ideas in movement, especially in dance, as they travel around the hall, changing shape, speed and direction. For example, in a good gymnastics lesson, pupils demonstrated good control on take-off and landing, while executing a sequence of high and low level movements involving changing body shape. In a very good dance lesson, more talented pupils showed poise and elegance, using control and tension to express feelings and mood while creating a simple sequence of movements. Most pupils are becoming more aware of the importance of pace, accuracy and communication as they develop passing, receiving and marking skills during ball games lessons. They are beginning to understand the importance of warm-up and cool-down exercises in relation to heartbeat, breathing and muscle relaxation.



77. Teaching is good. Lessons are planned well and teachers manage their classes effectively, making good use of time and resources. Teachers involve the most skilful pupils well in demonstrating best practice, and this supports others in improving their work. This was seen to good effect in a ball games club concentrating on offensive and defensive tactics. In some lessons, the improvement of skills is limited, due mainly to lack of challenge and opportunities to develop those already acquired. Teachers make good use of digital cameras to record work so that pupils can see their successes and note points for improvement. Pupils enjoy their lessons and adopt an enthusiastic and positive approach. They benefit greatly from the weekly after-school coaching sessions. Expert coaching by teachers from the local secondary school during Easter and Summer School Camps also contribute positively to pupils' achievement and interest, as do visits to the Don Valley Stadium and Institute of Sports Education Centre.
78. The subject is led and managed well. Observations of teaching and learning have provided useful feedback and support to staff, especially in planning for progressive development of skills. As a result, teaching has improved since the last inspection. Resources are satisfactory, maintained well and easily accessible to pupils and teachers. The school has very recently been awarded the Sports Activemark for its work in promoting the subject.

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

It was not possible to see enough lessons in this area to make overall judgements about the quality of teaching and learning. These aspects are taught within specific lessons, such as circle time but are also incorporated into teaching in other subjects and into acts of collective worship. The school places a strong emphasis on relationships and responsibilities of living in a caring community and this is reflected in pupils' very good attitudes to their school and in the quality of relationships. They are eager to accept responsibilities for themselves and others as part of the school "family".

## 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	1
How the school's effectiveness has changed since its last inspection	2
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>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<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	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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