

# INSPECTION REPORT

## **Burhill Infants School**

Hersham, Walton on Thames

LEA area: Surrey

Unique reference number: 125055

Headteacher: Mrs Annette Calver

Lead inspector: Mrs Alison Cogher

Dates of inspection: 9<sup>th</sup> – 11<sup>th</sup> May 2005

Inspection number: 266530

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant  
School category: Community  
Age range of pupils: 3 – 7  
Gender of pupils: Mixed  
Number on roll: 290

School address: Pleasant Place  
Hersham  
Walton on Thames  
Surrey  
Postcode: KT12 4HR

Telephone number: 01932 225836  
Fax number: 01932 240397

Appropriate authority: Governing body  
Name of chair of Mrs Dorothy Clark  
governors:

Date of previous 28<sup>th</sup> June 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

This is a large infant school in Hersham, Surrey. The school admits pupils from three to seven years old and is maintained by Surrey Local Education Authority. Attainment on entry to the school is average. The percentage of pupils known to be eligible for free school meals is average. The percentage of pupils identified as having special educational needs is below average. Their needs are varied and include specific and moderate learning difficulties, speech and language and physical difficulties. Thirteen percent of pupils belong to ethnic groups other than UK white heritage. The number of ethnic groups represented is large, with few pupils in each group. Less than five percent of pupils are at the early stages of language acquisition. The most common first languages spoken by these pupils are French, Chinese and Malayalan. The social and economic characteristics of the area are above average although the social and economic backgrounds of pupils attending the school are average overall. The number of pupils joining or leaving the school other than at the usual time of admission or transfer is low. The school has been awarded Investors in People status, the Basic Skills Quality Mark, the Gold Artsmark and a local authority Partnership with Parents Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	Foundation Stage Science Art and design English as an additional language
32708	Helena Renfrew Knight	Lay inspector	
22778	Anne Shannon	Team inspector	English Design and technology Music Personal, social and health education and citizenship Special educational needs
22178	Kate Robertson	Team inspector	Mathematics Information and communication technology Geography History Physical education Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school.** It provides very good value for money. Overall, pupils achieve very well and attain standards that are well above average. Very effective leadership, management and governance ensure the school is focused on continuous improvement. Pupils learn very well because teaching is of very good quality and all staff work very effectively as a team. The very good curriculum provides pupils with a very wide range of learning experiences. Pupils receive high levels of care and the school works very productively with parents, the community and other schools. The attendance of a very few pupils is poor.

The school's main strengths and weaknesses are:

- Leadership of the headteacher and key staff is exemplary and ensures the school is very well led and managed.
- Governance is very good and supports the work of the school very well.
- Almost all pupils achieve very well and attain standards that are well above average.
- The school rigorously evaluates its performance and acts quickly to bring about improvements.
- Very good teaching, teamwork and the very effective use made of assessment information ensure pupils learn very well.
- Attendance is unsatisfactory although the number of pupils with poor attendance is very small. These pupils do not achieve as well as they could.
- Pupils behave very well and have very positive attitudes to learning.
- The very good curriculum, the active support of parents and the schools very good links with the community and other schools all make a very good contribution to pupils' learning and the standards they achieve.
- Although developing well, pupils have too few opportunities to use information and communication technology (ICT) to support their learning in other subjects.

Improvement since the last inspection has been good. The school has addressed all the issues that were raised except for improving the attendance rate of pupils. However, the school's overall attendance rate is the consequence of the poor attendance of very few pupils and the school continues to do all it can to improve the attendance of these pupils. Improvement has been secured in standards, the quality of leadership and management, the curriculum, teaching and the use made of assessment information. The learning environment has improved as a consequence of new accommodation and improved resources for teaching and learning.

### STANDARDS ACHIEVED

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

**Pupils' achievement is very good.** Improvements in the quality of education provided have secured improvement in pupils' achievement and standards have risen in 2005. Children in the Foundation Stage achieve very well and almost all are on course to exceed the goals they are expected to reach by the end of their reception year in all areas of learning. Pupils in Years 1 and 2 achieve very well and attain standards that are well above average in reading, writing, mathematics and science. They reach well above the expected standard in art and design and above the expected standard in religious education. There is no difference in the achievement of boys and girls, those with special educational needs, those with English as an additional language or those who are particularly talented.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils have very positive attitudes towards their work and behave very well in lessons and around the school. Relationships in the school are very productive. Attendance overall is unsatisfactory although pupils arrive punctually for the start of the school day.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Teaching is very good.** Pupils throughout the school learn and achieve very well because teachers' planning is very good, teaching methods are varied and teaching assistants are used very effectively to support individual pupils and groups of pupils. Assessment information is used very well by teachers to plan lessons that build on pupils' learning and to set targets for pupils. Pupils are aware of their targets and are involved in evaluating their learning. They understand what they need to do next to improve. The very good curriculum provides pupils with a wide variety of learning opportunities although the use made of ICT is not effectively planned for. The curriculum is enriched by a very good range and number of additional activities visits and visitors. Pupils are cared for very well and receive high quality guidance and support. Pupils' learning is supported very well by the school's very productive partnership with parents. Very constructive links with the community and other school's make a very valuable contribution to pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The exemplary leadership of the headteacher and key staff provides all staff with the support and guidance they need to carry out their roles very well. Governance is very strong and ensures the school complies with statutory requirements. Self-evaluation is used extremely well to identify priorities for school improvement and all staff and governors work very effectively as a team to achieve them.

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

Parents are very satisfied with the school and value the education it provides for their children.

Pupils are extremely happy with their school. They think they have to work hard but enjoy their lessons because they are fun. Pupils enjoy being given responsibilities and particularly like being asked for their views and ideas via the school council.

## **IMPROVEMENTS NEEDED**

In the context of this very successful school, the most important things the school should do to improve are:

- Improve the rate of attendance.

and, as already identified on the school improvement plan

- Improve the use made of ICT to support pupils' learning in other subjects.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Throughout the school pupils achieve very well. Standards in English, mathematics, and science are well above average. Standards are well above those expected in art and design and above those expected in religious education.

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

- Leadership and management are sharply focused on improving pupils' achievement and raising standards.
- Very effective teaching and pupils' very positive attitudes to their work promote very good standards and ensure pupils achieve very well.
- Very good use is made of assessment information to support the raising of standards.
- Pupils' attainment is supported very well by the very good curriculum.
- Pupils' involvement in their own learning promotes very good achievement and high standards.
- Standards in ICT are rising and are good in Year 1.
- The very few pupils with below average attendance do not achieve as well as they could.

#### **Commentary**

1. Children start school with average standards. Very good teaching ensures that they achieve very well and by the end of their reception year they have a very secure and broad range of knowledge and skills. Almost all children exceed the goals they are expected to reach in all areas of learning of the Foundation Stage curriculum. They have benefited from a very well planned and imaginative curriculum and are very well prepared for their work in Year 1 in all subjects of the National Curriculum.

2. Pupils continue to achieve very well in Years 1 and 2. Very effective use is made of assessment information by subject leaders and teachers to monitor the progress being made by individual pupils. Challenging targets are set for the school, groups of pupils and individual pupils. Pupils are aware of these targets and have a very good understanding of what they need to do next to improve. Pupils with particular needs are identified quickly and provided with a range of additional support from teachers and teaching assistants. The consequence of this very good practice is that pupils; including those with special educational needs, those who are particularly talented and those with English as an additional language achieve as well as other pupils. Teachers make very effective use of assessment information to plan lessons that ensure pupils are able to build successfully on what they already know. Resources and the wide variety of teaching methods used enable pupils who learn in different ways to acquire knowledge and learn new skills quickly. These factors, together with the very broad and relevant curriculum ensure pupils develop into enthusiastic learners who work very hard and this supports their very good achievement and the standards they attain.

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

Standards in:	School results	National results
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reading	16.4 (16.6)	15.8 (15.7)
writing	15.2 (15.3)	14.6 (14.6)
mathematics	16.6 (16.8)	16.2 (16.3)

*There were 84 pupils in the year group. Figures in brackets are for the previous year*

3. The school's results in the national tests in 2004 show that standards were above average in reading and writing and average in mathematics and were similar to those found in the last inspection. However, as a result of rigorous monitoring significant improvement has been secured in the use made of assessment information and in the quality of teaching and learning. Pupils' achievement and standards have risen significantly over the last year and are now well above average in reading, writing, mathematics and science. This represents good improvement since the last inspection and is a consequence of the extremely effective leadership of the headteacher, year group and subject leaders and very effective teamwork. All staff have high expectations of what pupils can achieve and work very closely together to ensure that the learning needs of all pupils are met. Despite the school's best efforts the attendance of a very small number of pupils is poor. These pupils achieve less well than pupils of similar ability because their learning lacks continuity as a result of their frequent absences.

4. Standards in art and design are well above those expected. Very good leadership and management of the subject ensures it is very well planned and taught to provide pupils with a wide range of experiences that motivate and interest them and challenge them to improve. Standards in religious education are above those expected and reflect the good leadership and management of the subject and the very positive ethos of the school that provides pupils with a strong moral framework in which they can grow socially, emotionally and spiritually.

5. Standards in ICT in Year 2 meet national expectations but are above those expected in Year 1. Pupils are achieving well and standards overall are rising. This is a result of very good leadership and management and the school's investment in ICT in the form of the recently completed Learning Centre and the installation of interactive whiteboards in classrooms. Pupils have good opportunities to learn ICT skills on laptops in the Learning Centre. Although identified as an area for further improvement, teachers are including ICT in their planning of lessons where appropriate and this is helping to raise standards in ICT as well as supporting pupils' learning in other subjects.

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

Pupil's behaviour and attitudes are very good. Their spiritual, moral, social and cultural development is very good overall. Punctuality is good, however attendance is unsatisfactory.

### **Main strengths and weaknesses**

- Relationships are very constructive and are built on mutual respect between staff and pupils.
- Pupils behave very well in lessons and around the school and develop very positive attitudes to learning.
- Pupils have many opportunities to care for each other and take responsibility.
- Very good provision is made for pupil's spiritual, social and moral development.
- Attendance is unsatisfactory despite the best efforts of the school to improve it.

### **Commentary**

6. By the end of their reception year almost all children exceed the expected goals for their personal, social and emotional development. The mutual respect evident between staff and pupils is particularly strong and results in very good relationships that support pupils learning and achievement very well. Procedures to promote good behaviour through the praising of effort and achievement are very effective and consistently applied by all staff. Consequently pupils behave very well in lessons, as they move around the school and at lunch and break times. Pupils are taught how to express their feelings constructively and how to sort out any difficulties that arise. Through the carpet buddies and Befrienders schemes, pupils learn to look after each other.

7. Pupils are very keen to learn and are very enthusiastic about their work in lessons and the many additional learning opportunities organised by the school. They are very attentive in lessons because they find them interesting and consequently work very hard and co-operate very well.

8. Pupils are provided with many opportunities to take responsibility and develop their personal skills. Each day in every class pupils act as the day's "special people" and are given responsibility for tasks within the classroom and also help members of the school council to put the play equipment away after break times. At lunchtime, pupils help to supervise other children waiting to go into the lunch hall and are responsible for rewarding good behaviour and choosing which class should go in next. All pupils have the opportunity to be a member of the school council and when in post take their additional responsibilities very seriously. Pupils in Year 2 actively support and care for younger pupils as Befrienders.

9. Opportunities to promote pupils' spiritual, moral, social and cultural development are actively considered as part of teacher's planning for every lesson. Pupils' spiritual, social and moral development is particularly well encouraged. Honesty is rewarded and pupils have a keen sense of right and wrong. They are polite and learn the importance of saying thank you in person and through letters after visits and to those who help the school. The work of the Rapid Response Team who report directly to the police if they notice anything amiss in the locality helps them to understand the responsibilities of living in a community and that individuals can make a difference. Visits from for example, the nurse and the fire service allow them to learn about people who are there to help them and the wider community.

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

Authorised absence		Unauthorised absence	
School data	6.8	School data	0.0
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.*

10. Attendance was an issue at the last inspection and remains unsatisfactory. The school has in place very effective procedures to monitor individual pupils' attendance and is able to show from its assessment data that pupils whose attendance is poor do not achieve as well as other pupils. However, poor attendance is attributable to only a very few pupils and the school has, and continues to make strenuous efforts to improve the overall rate of attendance. Parents are contacted on the first day of their child's absence and each absence is followed up rigorously. Parents receive very good information about the importance of good attendance and are regularly reminded of the procedures to be followed. The school works very closely with the Educational Welfare Officer who follows up any absences that give the school cause for concern. There have been no exclusions in the last year.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is very good. Very good teaching and strong teamwork ensures pupils learn very well. The very good curriculum is enhanced by an extensive range of additional learning opportunities. The care, guidance and support

provided for pupils is very good and they are encouraged to be involved in the work of the school. Links with parents, the community and other schools are very productive.

## **Teaching and learning**

Teaching and learning are very good throughout the school. Assessment procedures are very effective.

## **Main strengths and weaknesses**

- Very effective planning ensures all pupils have the same very good learning opportunities.
- Teachers have high expectations of what pupils can achieve and use assessment information very well to guide their planning and involve pupils in their own learning.
- Teachers use a very good range of teaching methods to ensure all pupils can learn very effectively.
- Teachers manage pupils very well and make very good use of teaching assistants and resources to support pupils' learning.
- Pupils with particular needs receive the support and challenge they need to learn very well.

## **Commentary**

11. By planning together in year group teams teachers maximise the use of their subject knowledge and teaching skills. This very effective practice ensures a consistency between classes and all pupils in a particular year group have the same high quality learning experiences. Pupils say that although they have to work hard they have fun in their lessons and are shown how to improve their work. The quality of teaching has improved since the last inspection as a result of rigorous school self-evaluation procedures that include the direct involvement of subject leaders in improving standards and teaching.

12. Teachers expect pupils to achieve very well and make very good use of a range of assessment information to guide their planning. Lessons have clear learning objectives that are based on what pupils have already learned. These objectives are shared with pupils at the beginning of lessons and reviewed at the end when pupils have the opportunity to indicate to teachers how well they feel they have learned. Teachers take account of pupils' perception of their own learning when planning future lessons. This day-to-day assessment together with evaluations of pupils' work and test results provides teachers and subject leaders with a very clear picture of the achievement and progress being made by every pupil. Using this knowledge teachers set challenging but realistic targets for pupils that accurately reflect what they need to do to improve. Pupils understand these targets and teachers refer to them when marking pupils' work giving clear pointers for improvement. These strategies encourage pupils to take some responsibility for their own learning and they respond very positively by working very hard to achieve the targets set.

13. Teachers know their pupils very well and plan activities that take account of pupils' interests, abilities and how they learn most effectively. They ensure that what they want pupils to learn is presented visually, through practical activities and discussion. Teachers make good use of interactive whiteboards to focus pupils' attention and present information in lessons. They also often provide pupils with a real purpose for their learning that results in high levels of enthusiasm from pupils. For example, in response to a letter from an architect asking for pictures for the walls of his new office pupils worked very hard to produce high quality sketches of buildings. As a consequence of this varied approach to

teaching pupils are very motivated to learn and achieve very well. This consistent very good achievement results in pupils' attaining standards that are well above average overall across a range of subjects.

14. Relationships are very productive between staff and pupils and pupils themselves. This, together with teachers' very good management of pupils, results in a very positive learning environment in which pupils know they will receive the support they need to learn very well. Teamwork is a very strong feature of teaching. Teachers and teaching assistants work together very effectively to provide individual pupils and groups of pupils with the help they need to succeed in lessons and the very effective use made of varied resources ensures pupils' interest in their learning is sustained. For example, the school grounds are used extensively to provide pupils with first hand experiences when learning about animal habitats in science. Pupils are very willing to help each other and work co-operatively and collaboratively in lessons.

15. Pupils' with special educational needs, those who are particularly talented and those learning English as an additional language are provided with specific support that reflects their individual needs. Teachers and teaching assistants work with these pupils in small groups or individually to ensure they take a full and active part in lessons, learn very well and achieve as well as other pupils in relation to their individual targets.

### Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	19(64%)	10(33%)	0(0%)	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.*

### The curriculum

The quality of the curriculum is very good. The opportunities provided for enrichment of the curriculum are very good. Accommodation and resources are very good overall.

### Main strengths and weaknesses

- The curriculum is very well planned and organised to meet the needs of all pupils.
- Very good enrichment activities enhance and extend pupils' learning very well and are particularly good in the arts.
- Very effective provision is made for pupils learning English as an additional language and for pupils who are talented or have special educational needs.
- The school's accommodation and resources are used very well to enhance pupils' learning.
- Whilst good links are made between subjects overall, the use of ICT to support learning in other subjects is not consistently planned.

### Commentary

16. Throughout the school the curriculum is very well planned to ensure it is broad, balanced and very relevant to the learning needs of individual pupils. Links are made between subjects to help pupils understand how what they learn in one subject can be used in another. For example, pupils understand the importance of being able to use headings and captions in their writing when producing a non-fiction text about the Victorians in history. Although links between some subjects are strong, the use of ICT is not consistently planned for. Consequently, opportunities are missed for pupils to practise their ICT skills and understand how technology can help them learn in other subjects. The school has identified planning to use ICT in other subjects as an area needing improvement. The recent completion of the Learning Centre provides a very good resource to enable improvements to be secured in this aspect of curricular planning. Very knowledgeable subject leaders monitor the curriculum very effectively to ensure pupils knowledge and skills are developed from one year to the next and that pupils of the same age receive the same high quality learning opportunities.

17. The school makes very good provision for children with special educational needs. Pupils' difficulties are identified early and the special educational needs co-ordinator works closely with parents, outside agencies and teachers to ensure that individual pupils' needs are met. Detailed individual educational plans are produced to support pupils' learning and ensure that they take a full part in all school activities. As a result of the very good match of work to pupils' individual needs and the very well targeted support they receive from teachers and teaching assistants pupils achieve very well in relation to their individual targets. Similar procedures and high quality support is provided for pupils who are identified as having a particular talent in a subject or are learning to English as an additional language. Consequently these pupils also achieve very well.

18. Visits and the use of visitors are used very effectively to provide additional learning opportunities for pupils. Pupils enjoy these experiences and gain much from them. The extensive school grounds are used very effectively as an outdoor classroom to support pupils' knowledge and understanding in subjects such as science and art. The organisation of focus weeks such as Arts Week, engage pupils' interest and extend their experiences and understanding. Pupils are inspired and their learning is significantly enriched when they work with artists in residence. For example, they produce very high quality pieces of work around the theme of Music and Movement when working with a percussionist and sculptor. Music and dance feature prominently in the curriculum and offer pupils a range of opportunities to express themselves creatively. For example, the school takes part in The Three Rivers Music Festival, which provides Year 2 pupils with the opportunity to perform with pupils of all ages from other schools. The schools work to enrich the curriculum through the arts has been recognised as exemplary through its being awarded a Gold Artsmark. School clubs such as the gardening and ICT club provide further opportunities for pupils to become involved in a variety of additional activities that further extend their learning experiences. These are well attended and thoroughly enjoyed by pupils.

19. The school's accommodation has been significantly improved by the recent addition of the Learning Centre, which incorporates an ICT suite, a library and a conference area. These areas are being used well to support pupils' learning and the school has very clear plans to develop their use further. Areas outside classrooms are used very effectively for small group work and very good quality displays provide a stimulating learning environment that celebrates pupils' work and challenges them to learn more.

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

Very good systems are in place to ensure pupil's care, welfare, health and safety. Pupils receive very good support, advice and guidance. Pupils are respected and actively consulted about the work of the school.

### **Main strengths and weaknesses**

- Pupils develop extremely productive, trusting relationships with staff.
- Staff know their pupils very well and they work very effectively as a team to promote pupils' personal and academic development.
- Procedures to ensure pupils settle quickly and happily at school are very effective.
- The school values pupils' views and works hard to respond positively to them.

### **Commentary**

20. The school environment is secure and welcoming. Pupils' work is valued and celebrated through displays and provides a vibrant learning environment which pupils are keen to enter each day. Pupils enjoy coming to school and governors ensure that very good systems and procedures are in place to ensure pupils' receive very effective levels of care and welfare and that they are able to work and play in a safe environment.

21. Pupils develop extremely trusting relationships with staff who take the time to get to know them very well. Pupils' personal issues are dealt with sensitively and their personal and academic progress is monitored very carefully. Pupils are encouraged to evaluate their own learning at the end of lessons and indicate the extent to which they have understood the content of the lesson. Children are aware of their targets for improvement and can talk about what they need to do next to improve. Very good marking of their work by teachers provides them with additional information about how well they are progressing.

22. Procedures to ensure children settle quickly and happily when joining the school in the nursery and reception classes is very good. They include home visits and opportunities for children to visit the school and borrow activities to complete at home. Procedures for pupils joining the school at other times are similarly supportive and very effective.

23. From an early age pupils are given the opportunity to make choices, care for each other and become involved in the work of the school. Within their own class pupils discuss and decide upon class rewards. Through the school council pupils' views are actively sought and the school responds positively to their suggestions. For example, pupils discuss which markings should be painted onto the playground to improve the choice of play activities available at break times.

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

The school's partnership with parents and links to the community and other schools are very good.

### **Main strengths and weaknesses**

- Parents receive very good information about the school and the progress their children are making.
- Parents have very positive views about the school and many help with school activities.
- Very good links with the community and other schools enrich the curriculum provided by the school.

### **Commentary**

24. Parents consider they are very well informed and actively encouraged to become involved in their children's learning at home and school. Inspection findings agree with parents' views. Parents receive regular information about school events through a newsletter and all parents are encouraged to be involved by helping in classes and through the active parent, teacher association. Parents receive information about what their child will be learning each term and are given ideas as to how they can support their child's learning at home. They receive very good information about their pupils' progress through detailed progress reports, which they are invited to discuss with teachers at consultation evenings. At an additional afternoon consultation pupils are involved in discussions about their targets with their parents and teachers.

25. The school works very closely with parents of pupils with special educational needs. Parents' views and opinions are sought and considered when targets are being set for pupils. In addition to the formal meetings that are organised to review their child's progress parents are welcomed into the school at any time to discuss their child. Similarly, the very good involvement of parents is a well-established part of the school's procedures to support pupils with English as an additional language, and those pupils who have been identified as being very talented in a specific area of the curriculum.

26. Very productive links with the community helps pupils to develop an understanding of what it means to be a member of a community. The school distributes and contributes to a community newsletter The Round Robin in which community events and the work of the school are actively promoted. Pupils sing for residents of local sheltered housing and the community is actively encouraged to attend school events such as the annual school fair and firework display. The school's very good links with the community mean that speakers such as the nurse and firemen are willing to visit the school and help pupils to develop an understanding of what it means to live in a community. Links with the police through the Rapid Response Team help to give pupils a positive role within their community and develop their understanding of aspects of citizenship.

27. There are very good links with the schools to which pupils transfer. This ensures that when pupils move on to their next stage of education they do so confidently. The



school's very active involvement with a secondary school with Performing Arts status has brought many opportunities for teachers' professional development and for enrichment of the curriculum for pupils. For example, teachers attend training events in dance and pupils benefit from being involved in projects involving for example, Indian dance and puppet making.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good overall. The leadership of the headteacher and other key staff is excellent and management is very good. Governance of the school is very good.

## **Main strengths and weaknesses**

- The headteacher and key staff have very high aspirations for the school.
- Governors have a very clear understanding of the strengths and weaknesses of the school and make a very good contribution to school improvement.
- The school rigorously monitors its performance to identify priorities for improvement and responds very quickly to achieve them.
- Subject leaders carry out their roles very effectively.
- Staff work very effectively as a team and have excellent opportunities for professional development.

## **Commentary**

28. The excellent leadership of the headteacher and key staff has secured a very strong team of staff who, together with the very active support of governors strive to provide the very best quality education for all pupils. These very high aspirations and the extremely strong teamwork are a major factor in the schools' success in raising achievement. The headteacher together with all staff has created a very positive, inclusive and supportive learning environment where pupils work very hard, feel valued and appreciate being involved in decision-making. Extremely high quality leadership has secured good school improvement since the previous inspection.

29. Management of the school is very good with some excellent features. Management structures and communication systems are clear and well known by all. Administrative support staff are friendly, efficient and contribute very well to the day to day running of the school. Procedures for self-evaluation are excellent. They are well embedded in the school's work and are highly effective in raising standards. Teaching and teachers' planning is rigorously monitored by senior staff and subject leaders. Pupils' work is scrutinised regularly to monitor standards and the quality of curricular provision. National test results and other assessment information are analysed and the information gathered is used very well to set challenging targets for pupils' achievement and standards and to identify priorities for subject provision improvement. These very well-established procedures have made a very good contribution to the good improvements secured in standards and curriculum provision and ensure subject leaders have a very good knowledge of all aspects of their subject. Subject leaders provide very good role models for other teachers through their high quality teaching and by providing all staff with advice and training. As a result provision in all subjects is continually improving.

30. Opportunities for continuous professional development are excellent and meticulously linked to improving teaching and learning and raising pupils' achievement and standards. The school develops and empowers teachers through a combination of collaborative teamwork, in-house and external training and this is a significant factor in the school's success.

31. Governors have very effective systems in place that enable them to monitor the work of the school. They have a close but rigorous partnership with the headteacher that is constructive yet challenging. Individual governors work with specific subject leaders and many visit or work in the school on a regular basis. As a result they have a very good understanding of the strengths and weaknesses of the school and are able to hold the school to account whilst remaining supportive. Governors are fully involved in the strategic planning process and very good use is made of governors' personal skills to support aspects of the school's development such as building projects.

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

Income and expenditure (£)	
Total income	781582
Total expenditure	684750
Expenditure per pupil	2201

Balances (£)	
Balance from previous year	25604
Balance carried forward to the next	96832

32. Governors receive very good support from the school's finance officer who provides them with accurate information regarding the school's budget situation. Governors apply best value principles to their financial decision making process and ensure that the school fulfils its statutory duties. The school provides very good value for money.

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

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

33. Provision in the Foundation Stage is very good. Overall, the attainment of children admitted into the nursery is average as is the attainment of children admitted into the reception classes who have not attended the nursery. Very good leadership, management and teaching together with very effective teamwork ensure that children achieve very well and almost all exceed the goals they are expected to reach by the end of reception in all areas of learning. Children with special educational needs, those of high ability and those with English as an additional language achieve equally well from their individual starting points. This is a result of their needs being specifically planned for and the very good support they receive from teachers, teaching assistants and other adult helpers who regularly work in all classes. Assessment information is used very effectively to plan activities that take account of how children learn in different ways and their interests and abilities. Consequently children are strongly motivated to learn and develop very positive attitudes to their work. The curriculum is very well planned and teachers use resources creatively to capture children's imagination and provide them with a wide variety of stimulating learning experiences. Children in the nursery are very well prepared for their work in reception, and similarly children in reception are very well prepared for their work in Year 1. Good improvement has been made in relation to the quality of provision overall since the last inspection, particularly in the quality and consistency of teaching, and the quality and use made of assessment information to track children's progress in all six areas of learning.

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

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

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

- Relationships are very good and activities encourage children to work and play constructively together and develop very good attitudes to learning.
- Adults manage children very well and have high expectations of their behaviour.
- The organisation of classrooms and the outdoor areas support children's independence very well.

#### **Commentary**

34. Very good induction procedures ensure children settle quickly in the nursery and reception classes. They are happy, secure and confident and strongly motivated to learn. All children achieve very well and almost all exceed the expected goals by the end of their reception year. Teaching is very good and all adults have high expectations of children's behaviour. Children are managed very effectively and as a result develop the skills they need to work and play together constructively. They enjoy each others company and the company of adults. Relationships are very productive and result in a calm, harmonious atmosphere in all classes. Children are encouraged to take responsibility for their actions and develop good self-help skills. Very well organised classrooms and outdoor play areas provide children with many opportunities to select their own equipment and make decisions about which activities they will become involved in. They develop good levels of independence, take turns and share resources. Children trust adults and know they will

receive support from them if they need it. This area of learning is very well planned and integrated fully into all other areas of learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children develop very positive attitudes to reading and writing.
- Children are given many opportunities to develop their speaking and listening skills.
- Very good teaching captures children's imagination and ensures they are very keen to learn.

### **Commentary**

35. Children achieve very well and almost all exceed the expected goals by the end of their reception year. Very good teaching that includes many opportunities for conversation and discussion helps children to become confident communicators who also listen attentively to each other and adults. This provision ensures that children with English as an additional language quickly develop the vocabulary and understanding they need to learn and achieve very well in this and all other areas of learning. Teachers plan a stimulating range of activities that capture children's imagination and motivate them to learn. For example, children in the nursery are keen to retell the story of The Enormous Turnip through drama, whilst children in reception write leaflets about animals for the role-play Vets Surgery. Children become confident writers because very good teaching ensures they learn the sounds letters make and how to write them correctly. By the end of their reception year most children spell common simple words correctly and make very good attempts at spelling more complex words. Children enjoy reading and by the end of reception most are reading simple texts with understanding. Children who have a particular talent for reading are supported through the provision of appropriately challenging texts. Very well organised classrooms ensure children have regular access to a wide range of reading and writing materials that enable them to practise their skills in a range of contexts.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Resources and practical activities ensure children's understanding in mathematics is very secure.
- Children have many opportunities to practise their skills in their play.
- Children learn and use mathematical vocabulary very confidently.

### **Commentary**

36. Children achieve very well and almost all exceed the expected goals by the end of reception. Very good planning and teaching in the nursery and reception classes ensures children learn to count accurately and begin to understand computation. Children in the nursery count hats in the role-play Hat Shop, and reception age children use a range of strategies to solve problems. For example, they count on in twos to find out how much it

will cost for five children to have a biscuit each when one biscuit costs two pence. Children recognise and record numbers and practical activities ensure children have the opportunity to practise their mathematical skills and use mathematical vocabulary. For example, when sorting three-dimensional shapes children in reception use the terms cuboid and cylinder.

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

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

### **Main strengths and weaknesses**

- Children confidently ask questions and use their senses to explore their world.
- The very good range of interesting activities support children's learning very well.

### **Commentary**

37. As a result of very good teaching almost all children achieve very well and exceed the expected goals in this area by the end of their reception year. From the time they start in the nursery children's natural curiosity is fully supported as for example they hunt for small creatures in a log pile. They ask questions, explore and investigate, and develop their cultural awareness as for example they handle and taste a wide range of fruits from around the world in the reception classes. Staff make very good use of questioning to encourage children to describe what they see and give reasons for their ideas. Children in the nursery and reception learn about what plants need to grow by planting seeds and caring for plants in the garden areas. Children build confidently with a wide range of construction kits and found materials and make increasing use of ICT to support their learning. They demonstrate good mouse control as they click and drag objects when using a program to sort insects and with adult support are developing confidence in using an interactive whiteboard.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The outdoor areas are used very well to support children's learning.
- Children are challenged to improve their skills and provided with the support they need to achieve very well.
- Children develop good control over their bodies because they have many and varied opportunities to do so.

### **Commentary**

38. Almost all children exceed the expected goals in this area of learning by the end of their reception year as a consequence of very good planning and teaching. Activities that motivate and engage children's interest ensure that they have many opportunities to develop good control over their bodies' small and large movements. For example, children in the nursery use hammers and drawing materials skilfully and reception children throw beanbags through hoops with a good degree of accuracy. Staff make very effective use of demonstration to challenge children to improve their skills. For example, children in reception improve their ability to balance balls on bats after being given tips such as keep

looking at the ball and keep your bat level. An extensive range of activities in the outdoor areas provide children with opportunities to throw and catch, to run, climb and balance and to use a wide variety of small equipment and tools. The very good use of this valuable resource gives children the time they need to practise their skills as they play. Although very good use is made of the hard play area in the nursery it is too small to allow children to control large wheeled toys over anything other than short distances.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teachers plan exciting activities that stimulate children's creativity and imagination.
- Very good links are made to other areas of learning.

### **Commentary**

39. Very good teaching ensures that children achieve very well and almost all exceed the expected goals in this area of learning by the end of their reception year. Activities are very well matched to children's interests and encourage them to be creative and use their imagination. For example, children in the nursery act out being the animals from the Lion King film. In their role-play children in reception take on the roles of the vet, receptionist and pet owners. Staff make a significant contribution to children's learning in this area as they become fully involved in the activities and help children to use their imagination and communicate their ideas and feelings. As they play and talk to each other and staff, children practise their skills in speaking and listening and reading and writing. The Music Houses in the outdoor play areas enable children to freely explore how to play many instruments and the sounds they make. Children express themselves creatively when making models and painting pictures the themes of which are frequently linked to their work in other areas of learning.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

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

- Standards in speaking and listening, reading and writing are well above average and pupils achieve very well.
- Very good teaching ensures pupils are motivated to learn.
- Pupils know how well they are doing and what they need to learn next.
- Leadership and management are excellent.
- Pupils use their literacy skills very well in other subjects.

#### **Commentary**

40. Pupils achieve very well and reach standards in Year 2 in speaking and listening, reading and writing that are well above average. This represents good improvement since the last inspection and on the results of national tests in 2004. The improvement in standards is a consequence of the action taken by the school to improve teaching and raise pupils' achievement. The school has high expectations of what pupils can achieve from their individual starting points. Pupils with special educational needs, those with English as an additional language and those with particular talents in aspects of English receive very well targeted support that ensures they achieve as well as other pupils. The very few pupils with poor attendance do not achieve as well as other pupils due to the disruption to their learning caused by their frequent absences.

41. Many opportunities are provided for pupils to develop their speaking and listening skills in all subjects of the curriculum. Pupils are attentive and listen very well to teachers and each other. Whole class discussions and opportunities to discuss with a partner are a frequent feature of many lessons. This strategy enables pupils to develop into confident speakers who are keen to ask and answer questions. They talk expressively to each other and adults about their work and things that interest them. This very good level of skill in speaking and listening is a contributory factor in the very good standards achieved in reading and writing.

42. The reading programme, daily opportunities to read to themselves and guided reading sessions ensure that pupils of all abilities receive appropriate support and challenge and secures pupils' very good achievement and the standards they attain. Pupils have very positive attitudes towards reading as it is promoted as an enjoyable activity and this too supports their very good achievement. Teachers keep detailed records that track individual pupils' progress and this information is used very well to ensure that pupils read books that are well matched to their interests and abilities. The new library is used well to support pupils' learning.

43. By the end of Year 2 pupils are very confident writers. They write for a variety of purposes that are frequently linked to other subjects. For example, pupils write non-fiction texts using headings and captions to support their history study of the Victorians. Pupils use a very good variety of vocabulary to add interest to their work. Pupils' develop a good standard of joined handwriting and present their work well. They spell words correctly and



use punctuation accurately. Pupils use ICT to present their work and to develop their research skills through using the Internet to find specific information on a given topic.

44. Teaching is consistently very good throughout the school. Teachers plan very carefully in year group teams and this ensures all pupils receive the same high quality experiences. Teachers manage pupils very well and make very good use of resources to stimulate pupils' interest. Lessons are well organised and move at a brisk pace. Teaching assistants, who work very closely with teachers are very well deployed and make a very good contribution to pupils' learning. Very good assessment procedures provide teachers with the information they need to plan lessons that enable pupils to build successfully on what they have already learned. Teacher's marking is consistently good and shows pupils how well they have achieved and what they need to learn next. In addition, individual targets for improvement are set for pupils and these are clearly explained to them. Consequently pupils are well informed about their own learning and work hard to improve.

45. The extremely effective subject leader has a very clear overview of provision for English across the school. She uses the available data, and monitoring information gathered from lesson observations to identify weaker areas in the provision and takes very prompt action to ensure improvements are secured. For example, the implementation of a whole school approach to the teaching of guided reading has helped to raise standards in reading. Pupils' experiences in English are extended, by visiting storytellers and non-fiction writers during the annual Book Week and by the Candlelit Evening when pupils return to school in the dark wearing pyjamas and dressing gowns to listen to stories. These aspects of the provision along with the well chosen texts used in lessons contribute well to pupils' spiritual, moral, social and cultural development.

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

46. Opportunities for pupils to use their literacy skills in other subjects are very good. Time for discussion is an integral part of all lessons and pupils use their writing skills to present their work in a variety of ways. For example, in science they label diagrams and write explanations for their investigation findings. Pupils make very good use of non-fiction texts when researching information. Planning for the use of literacy skills across the curriculum is a high priority for the school and contributes very well to the very good standards achieved.

## **MATHEMATICS**

Provision for mathematics is **very good**

### **Main strengths and weaknesses**

- Pupils achieve very well and standards are well above average by the end of Year 2.
- Teaching is consistently very good throughout the school.
- Leadership and management of the subject are excellent.
- Teachers' marking, the analysis of pupil performance data and target setting are used very well to raise standards.
- Some opportunities to use numeracy across the curriculum are missed.

### **Commentary**

47. At the last inspection standards were average and in 2004 the national test results although average, were below that of the previous two years. The school has made very

good use of assessment data to monitor standards and identify areas in its provision that require improvement. The very effective action taken has succeeded in improving teaching and learning with the result that standards in Year 2 are now well above average. Pupils' including those with special educational needs and those with English as an additional language achieve very well because although the level of challenge in lessons is high they are provided with the support they need to succeed.

48. Teaching is very effective because lessons are very well planned to ensure that all pupils in a year group receive the same high quality experiences that build successfully on what they already know. Similarly, as they move from Year 1 to Year 2 their level of attainment is taken into account. This consistency in the quality of teaching has a very good impact on pupils' learning and the standards they attain. Teachers use the National Numeracy Strategy very effectively, adapting it as necessary to provide work that is well matched to pupils' interests and abilities. Very effective use is made of the school's extensive resources to stimulate and sustain pupils' interest. Lessons progress at a rapid pace and pupils' very positive attitudes are reflected in their enthusiasm, concentration and hard work. Teachers extend pupils' knowledge very well through the skilful use of well-targeted questions. At such times pupils respond thoughtfully, for example, explaining that they like to deal with the biggest number first when doing an addition calculation. Teaching assistants make a very good contribution to pupils' learning because they know pupils very well and are able to provide appropriate well-targeted support. Rigorous assessment procedures accurately track the progress pupils are making and the standards they attain. Teachers' marking of pupils work is particularly successful as it celebrates with pupils what they have achieved and gives them information about what they need to learn next. This, together with the setting of realistic yet challenging targets that are shared with pupils, ensures pupils are involved in their own learning and they work hard to improve.

49. The subject is exceptionally well led and managed by two enthusiastic and knowledgeable leaders. Systems for monitoring and reviewing standards, the quality of teaching and provision overall are well established and highly effective. As a result, the school has a very good understanding of the overall quality of the provision being made and takes very effective action to make further improvements.

### **Mathematics across the curriculum**

50. Pupils confidently use their mathematical knowledge and skills in other subjects. For example, in geography they use graphs well to record the outcomes of traffic surveys. They also use mathematical language correctly, including terms such as 'greater' and 'smaller', in a range of contexts. Although good overall, some opportunities are missed to use mathematics in other subjects. For example, in science pupils use a narrow range of methods to record data gathered during investigations. The school has identified the need to improve further this aspect of its overall provision for mathematics.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average and pupils achieve very well.
- Consistent very good teaching ensures pupils throughout the school learn very well in lessons.

- There is a very good emphasis on developing pupils' skills of investigation.
- Pupils enjoy science and work very co-operatively in lessons.
- Very good leadership and management have secured improved teaching and standards.
- Pupils make limited use of ICT to record their work.

## **Commentary**

51. Good improvement has been secured since the last inspection as standards have risen and the quality of teaching has improved. Standards are well above average overall. Pupils, including those with special educational needs and those with English as an additional language achieve very well in relation to their individual ability.

52. Teachers make very good use of assessment information to plan lessons that enable pupils of all abilities to build successfully on what they have learned in previous lessons. Teachers share their good knowledge and expertise as they plan together in year group teams to ensure teaching is consistently very good and all pupils receive the same very good learning opportunities. Teachers and teaching assistants provide pupils of differing abilities with the support and challenge they need to work confidently and co-operatively together. Consequently pupils enjoy science and develop very positive attitudes towards the subject and good levels of independence for their age. A very strong emphasis is placed on learning through investigation. As a result of the good guidance they receive over half of Year 2 pupils are competent in carrying out a scientific investigation on their own and they have a very good understanding of the importance of fair testing. For example, Year 2 pupils articulate clearly which factors need to be the same and which can be changed when planning an investigation to find out if adding flower food to water will extend the life of cut flowers. Pupils confidently predict what they think will be the outcome of their investigations and record their findings in a variety of ways. Pupils use their literacy skills well to discuss and record their work. They also use their mathematics skills to record the results of their investigations although the range of methods they use is narrow. Good use is made of ICT for research, for example when investigating parts of a flower. However, the use of ICT to record the results of investigations in tables and graphs is limited and the school has identified this as an area for improvement. Teachers' marking of pupils' work is good. It provides pupils with clear information about what they have learned and encourages them to learn more by posing questions and setting challenges which pupils are keen to respond to.

53. Leadership and management of science are very good. Expectations are high and thorough monitoring and evaluation has identified areas in need of development. The action taken has secured improvements in teaching, planning and assessment procedures and as a result, pupils' achievement and standards have improved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Leadership and management are very good.
- Pupils achieve well and standards are rising.
- Teachers use resources very well to support pupils' learning.
- Support staff make a very good contribution to pupils' learning.
- ICT is not fully integrated into teachers' planning in other subjects.

## **Commentary**

54. Standards in Year 2 reflect national expectations and are similar to those reported at last inspection. However, inspection evidence shows that the achievement of these pupils has been good particularly since January 2005. This is in part a consequence of greatly improved resources secured by the school. These resources include the schools new Learning Centre, wireless capability and new laptops. In addition; a comprehensive scheme of work and good teaching have ensured that pupils' achieve well with the result that standards are rising. These improvements are reflected in the standards evident in Year 1, which are above those expected.

55. The quality of teaching in the Learning Centre is good and sometimes very good. The new suite ensures that pupils have good opportunities to work with computers and other ICT devices. Lessons are very well planned with clear learning objectives that are effectively shared with the class so that pupils know what they are expected to learn. Teachers and teaching assistants have very good relationships with pupils, are very familiar with the programs they are using and use effective teaching strategies. Consequently, pupils work hard and achieve well in lessons and over time. Pupils with special educational needs, and those with an identified talent in ICT achieve well because they are provided with good levels of support and challenge. The school makes very effective use of the expertise of the ICT technician to provide valuable additional support for teachers and pupils. Pupils' attitudes and behaviour in lessons are very good and they watch and listen carefully to the very clear instructions and demonstrations given by teachers. They work hard to improve their skills such as dragging and dropping images and text into documents. Pupils are interested in their work and have good levels of concentration. They work very co-operatively when working in pairs and respond positively to the advice they receive from teachers and teaching assistants. The majority of Year 2 pupils use the laptop touch pad well although a few find the very fine control required difficult and this impedes their ability to work as quickly as their understanding could allow.

56. Leadership and management of the subject are very good and have secured good overall improvement since the last inspection. The subject leaders have ensured that the many changes that have taken place recently have been successfully introduced. They have a very clear vision for the future of the subject and how further improvements will be secured. In particular, the use of ICT to support learning in other subjects is a priority for improvement and reflects the importance that the school places on the use of ICT as a learning tool. The subject leaders have ensured that staff have received training to enable them to for example, make good use of resources such as the interactive whiteboards to support their teaching and pupils' learning. The after school club offers pupils the chance to practise and extend the skills they have learned in lessons.

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

57. In subjects such as literacy and numeracy ICT is used well to support pupils' learning. For example, writing skills such as editing are promoted well and pupils are making increasing use of the Internet for research purposes. Good links to music are made through the after school computer club where pupils enjoy composing their own sequence of sounds. However, the school has not yet identified where ICT could be successfully included in all subjects to support pupils' learning.

## **HUMANITIES**

58. Religious education was inspected and is reported fully below. No lessons were observed in geography or history and no judgements can be made about provision in these subjects. School planning documents and displays were studied and discussions were held with subject leaders,

59. Teachers' planning documents show that a broad, balanced and interesting curriculum is provided for **history** and **geography**. Pupils' work is displayed very well and shows they are able to record their work carefully through writing and pictures. Pupils in Year 2 write eyewitness accounts of the Fire of London and use the Internet to research topics such as Victorian Britain. Visits to museums and exploration of the local area provide the pupils with first hand experiences to enhance their understanding of history and geography. Teachers make good use of first hand sources such as these as a starting point for their teaching. Pupils' work indicates their development of knowledge, skills and understanding is good. Good use is made of displays to deepen pupils' geographical knowledge and understanding. For example, alongside displays of postcards sent by families who take Barnaby Bear with them on holiday, are displays about the countries visited.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good
- The school's very positive ethos encourages pupils to respect and value each other's feelings.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- The subject leaders has a clear understanding of how well the subject is taught and how it can be improved.

## **Commentary**

60. Pupils achieve well and attain standards that are above those expected of the Agreed Syllabus. Pupils with special educational needs and those with English as an additional language achieve as well as other pupils. This is because teachers plan effectively and good links are made between religious education and other subjects. Discussions based on themes such as honesty and forgiveness make a good contribution to pupils personal development and provide opportunities for them to practise their speaking and listening skills. Teachers ensure pupils have time to reflect on what they have discussed and make links to their own lives. For example, following a previous lesson on the Ten Commandments, pupils considered their own reactions and times within their lives when they had experienced honesty or dishonesty. Pupils demonstrate a mature approach in discussions and sensitive support from teachers enables them to respect and value each other's feelings. The very good range of activities, including role-play, drawing and writing support pupils' learning well. Assemblies make a good contribution to pupils' understanding of the values that underpin Christianity. The school's approach to teaching and the planning of lessons that pupils find interesting ensure that they learn well. As a result religious education makes a very good contribution to pupils' overall spiritual, moral, social and cultural development.

61. Pupils have a good understanding of what it means to live in a community and the part played by people that help them. Pupils in Year 1 appreciate the importance of their

family and people, such as teachers and doctors, in the wider community. By the end of Year 2, pupils know that churches and chapels are special places for Christians. They have a good understanding of faiths such as Judaism and Islam. Visits to the local church and opportunities to make 'virtual visits' to mosques and temples through the use of the Internet, give pupils a good understanding of similarities and differences between religions. The local vicar, who is also a governor, is a frequent and valued visitor to the school. In addition parents of pupils from ethnic minorities make contributions in lessons that provide all pupils with a wider understanding of the beliefs and values of others.

62. The subject is well led and managed. Teachers receive good support and lessons and pupils' work are monitored. Assessment procedures are good and the information gathered gives a clear indication of pupil's progress over time. This represents good improvement since the previous inspection.

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

63. Art and design is reported fully below. No lessons were observed in design and technology and one lesson was observed in both music and physical education. Discussions were held with subject leaders but too little evidence was gathered to make overall judgements on provision in these subjects.

64. **Design and technology** is well established within the school and curriculum planning is good. Pupils use design sheets to show what their product will look like and what materials they will need to use to make it. Pupils evaluate their finished product and describe what they like about it and what they would change if they were to make it again. Pupils' knowledge and understanding and skills are regularly assessed. Provision for the subject is monitored and evaluated by the subject leader to identify the next steps in its development and prompt action is taken to secure improvement.

65. In the Year 2 lesson seen in **music** good teaching ensured pupils built on what they had learned in previous lessons as they learned to recognise musical notation and play notes on a recorder. The school places great importance on pupils having the opportunity to be involved in a range of musical activities. Each week the whole school is involved in a sing and play session where pupils learn a variety of songs and play percussion instruments. The music club and the school's involvement in the Three Rivers Music Festival provide valuable additional opportunities for pupils to be involved in musical activities. Pupils' progress in music is assessed regularly and the subject leader monitors and evaluates provision in the subject through lesson observations and scrutinising teacher's plans. Teachers who are music specialists teach their own and other classes and this effective use of their skills contributes well to pupils' achievement and standards.

66. Teaching, standards and pupils' achievement were good in the Year 2 lesson observed in **physical education**. The lesson was well planned and enabled pupils to learn new ball skills and apply them to their work. Pupils concentrated well and enjoyed working together in team games. The teacher had good subject knowledge and provided pupils with advice that helped them to improve their work during the lesson. Teachers and pupils wear appropriate clothing for physical education lessons. The accommodation for physical education is very good. The school's extensive grounds offer very good opportunities for pupils to practise skills and play games and the hall is a large enough to allow whole class activities to take place safely. Resources are good and include a range of small and large apparatus. The subject leader is enthusiastic and knowledgeable and promotes the subject very well. She has introduced activities such as 'the daily warm up' before lessons start each day and a new playground game every half term. Pupils experience a very wide

range of physical activities and after school clubs such as the dance and football clubs are well attended. Effective use is made of local expertise to run for example, the football club. Additionally visitors such as Indian and African dance companies make a very good contribution to pupil's multi-cultural education.

## **Art and design**

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

### **Main strengths and weaknesses**

- Standards are well above average and pupils achieve very well.
- Very well planned lessons and extensive enrichment activities motivate and enthuse pupils to learn.
- Pupils' work is highly valued and its display in the school enhances the learning environment and contributes to the very good ethos of the school.
- Leadership of the subject is extremely good.

### **Commentary**

67. By the end of Year 2, pupils reach standards that are well above average. Pupils enjoy art lessons and work very hard. The scheme of work, supported by very good resources and extensive enrichment opportunities enables pupils to experience, and become skilled in using a wide range of materials and techniques. Pupils' work is displayed very well around the school and reflects the very good ethos of the school as it demonstrates the high value placed on pupils' efforts.

68. Teaching and learning is very good. Meticulous planning and very good teacher demonstrations ensure pupils have sufficient time to practice techniques prior to completing the main activity of the lesson. The starting point for their work is often given a real life context, for example they receive a letter from an architect asking for drawings of buildings to decorate his new office. This approach ensures pupils' are enthusiastic and strongly motivated to do their best and as a result they work very hard and achieve very well. Very good resources are used very effectively and teachers, teaching assistants and parent helpers provide individual pupils with the support and challenge they need to complete activities to the very best of their ability. Pupils who are particularly skilled are given the opportunity to develop their talent through the use of additional media and by being given the time to complete their work to their personal satisfaction. Pupils confidently evaluate their own work and the work of others and are able to identify positive features and make suggestions for improvement.

69. Enrichment activities and the use of experts support pupils learning and the standards they achieve very well. For example, pupils' work on the theme of music and movement was greatly enhanced by the support of a sculptor and percussionist. Pupils used photographic images of themselves moving to music as a starting point and completed very good quality drawings and small wire and foil sculptures of themselves in motion. With the sculptor's help they then made life size sculptures of children playing musical instruments. Pupils' efforts are celebrated through the high quality displays around the school and regular exhibitions of their work both in school and the wider community.

70. Subject leadership is extremely good. The subject leader has exceptionally good subject knowledge and very high expectations of what pupils can achieve. She provides

very good support for other teachers and monitors the subject very well. There is a clear focus on continuous improvement and ensuring that pupils participate in and enjoy a very wide range of art and design experiences. The leaders commitment and expertise succeed in ensuring that art and design has a high profile in the school and that it makes a very valuable contribution to pupils' overall educational experience.

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

71. Insufficient evidence was gathered from across the school to give an overall judgement on provision in this area. However, one lesson in Year 1 was observed, discussions were held with the subject leader and school documents were scrutinised.

72. Pupils' personal, social and health education is a high priority for the school. The school has developed a detailed curriculum that covers drugs' awareness and relationships and sex education at an appropriate level for the pupils' ages. Time is set aside for discussion and lessons are planned to cover specific aspects of the personal, social and health education curriculum. In addition, teachers weave aspects of the curriculum into other subjects such as religious education, science and physical education. Assemblies are used very well to address issues such as honesty and making choices. The school council provides pupils with the opportunity to develop their personal skills and take responsibility, and the Befrienders and Rapid Response Team initiatives enable pupils to develop their citizenship skills. A good range of visits from members of the community, enrich pupils learning experiences by providing them with the opportunity to gain first hand information through questioning. For example, in the very good lesson seen pupils benefited from being able to talk to a nurse from the local doctors' surgery. The school encourages and welcomes parental involvement in topics linked to keeping healthy and staying safe. The subject leader has ensured teachers have received appropriate training to enable them to teach the subject effectively and pupils' progress is assessed regularly.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
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	2
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	1
The leadership of other key staff	1
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).*