

# INSPECTION REPORT

## **BURLINGTON INFANT AND NURSERY SCHOOL**

New Malden

LEA area: Royal Borough of Kingston upon Thames

Unique reference number: 102565

Headteacher: Mary Cowland

Lead inspector: Kay Charlton

Dates of inspection: 6 – 8 June 2005

Inspection number: 266532

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	3 -7
Gender of pupils:	Mixed
Number on roll:	366
School address:	Burlington Road New Malden Surrey
Postcode:	KT3 4LT
Telephone number:	020 8942 1586
Fax number:	020 8336 0992
Appropriate authority:	Governing Body
Name of chair of governors:	Mr K Langford and Ms J Crouch
Date of previous inspection:	10 – 13 May 1999

## **CHARACTERISTICS OF THE SCHOOL**

There are 366 pupils on roll. They come from a wide range of both social and cultural backgrounds. Few are in receipt of free school meals. There is a link between the low uptake of free school meals and the fact that no hot meals are served. A very high percentage (52.8 per cent) of pupils speak English as an additional language and many speak little or no English on entry. There is a noticeably higher percentage of pupils speaking English as an additional language than at the time of the last inspection. Twenty-two different languages are spoken. The main ones other than English are Tamil, Urdu, Gujarati and Korean. The percentage of pupils identified as having special educational needs is below the national average. The attainment of pupils on entry is wide ranging. Overall, it is below average. It is often low in the development of spoken English.

The nursery provides for 104 children on a part-time basis. Children generally start the nursery in September of the year in which they become four. A small number start at the beginning of the January term. There are three classes in each year from Reception through to Year 2.

The headteacher has been in post since the time of the last inspection. At that time the deputy headteacher had just been appointed. In the last two years 6.1 teachers have left and 6 have been appointed. There is a high level of support staff.

The school received School Achievement Awards in 2002 and 2003 for its improved Year 2 results. It also gained the Basic Skills Quality Mark in 2002 and the Health Promoting Schools Award in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1718	Kay Charlton	Lead inspector	English, information and communication technology, history and physical education. English as an additional language
9977	Fran Luke	Lay inspector	
1516	Mike Warman	Team inspector	Mathematics, music, religious education. Foundation Stage.
22704	Garry Williams	Team inspector	Science, design and technology, art and design, history. Special educational needs.

The inspection contractor was:

Icp  
360 Lee Valley Technopark  
Ashley Road  
London  
N17 9LN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** It has many very good features. Standards in Year 2 are above average and pupils have made good progress since starting in nursery. The quality of teaching is good and pupils learn well. Leadership and management are good. The school is very inclusive of all pupils and gives good value for money.

The school's main strengths and weaknesses are:

- Overall, pupils of different backgrounds and abilities achieve well.
- Staff work together very effectively as a team and teaching is good.
- Pupils, especially boys, should do better in writing.
- A very wide range of opportunities enrich the curriculum.
- Pupils' personal development is very good because the school cares for them very well.
- Pupils of very diverse backgrounds are all included as important members of the school community.
- The leadership of governors, the headteacher, ably supported by the deputy, is very strong and has ensured significant improvement.

Improvement since the last inspection in 1999 has been very good. Standards have risen. All the key issues from the last inspection have been addressed. Notable improvements have taken place in the quality of teaching, assessment, the curriculum, the accommodation, the support and guidance provided for pupils, and in the leadership and management of the school. At that time there were important weaknesses in all of these areas. A rigorous system of self evaluation has been implemented and this has played an important part in helping to move the school forward. Many new staff have been appointed and this is having a very positive effect on pupils' 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	B	C	B	D
Writing	B	B	C	D
Mathematics	A	A	C	E

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those where there are a similar number of pupils in receipt of free school meals*

**Overall, pupils achieve well.** Since the time of the last inspection the end of Year 2 results have improved at a greater rate than seen nationally and in 2002 and 2003 the school gained achievement awards. The 2004 results were not as high as those attained in the previous three years. Nevertheless, taking account of the pupils' attainment on entry, this represented overall good achievement for that cohort of pupils, particularly in reading. Comparisons listed in the table which refers to 'similar schools' are not effective indicators of pupils' achievements. This is because the attainment of pupils on entry to this school is noticeably lower than that usually seen in schools with such a low percentage of free school meals.

Early indications from the 2005 results show significant improvement from 2004 in reading and mathematics. Results in writing, however, are only slightly improved on those of 2004.

The inspection findings confirm this picture and show that the current Year 2 are attaining above average standards in reading and mathematics with pupils having made good progress since starting the school. In writing, they are attaining average standards. Pupils' achievements are not as good in writing as in other areas and boys, in particular, should achieve more. Both girls and boys achieve very well in the development of their skills in speaking and listening generally from a

low starting point on entry to the school. In science, information and communication technology, and religious education pupils achieve well.

In the Foundation Stage, children achieve well and make good progress. Taken overall, by the end of the reception year, they attain the expected learning goals. They achieve very well in personal, social and emotional development and, in speaking and listening. They could still achieve more in the development of early skills in writing particularly if there were a more consistent approach from all staff in modeling the writing process.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** The school has a consistent approach to behaviour management and overall pupils' behaviour is very good. Pupils have very positive attitudes to school and talk very enthusiastically about all it has to offer. Relationships are very good and pupils develop a high level of respect for each others' views. Pupils of many different backgrounds and beliefs are included very well so that pupils grow in confidence and develop their self-esteem. They show good levels of maturity by the time they leave. Attendance rates are good and pupils come to school on time.

## **QUALITY OF EDUCATION**

**The overall quality of education is good. Teaching is good** and this leads to good quality of learning. Nearly all of the teaching observed was good or better and none was unsatisfactory. Work is planned thoroughly and, in the main, it is well matched to the pupils' levels of understanding so that they are able to learn effectively. Teachers are keen and enthusiastic, and make learning fun. Activities are very well thought out so that they cover different areas of the curriculum at the same time and also motivate the children to learn. Very good use is made of the outdoor learning environment to enhance the quality of pupils' learning. Imaginatively developed playgrounds, the orchard, walled garden and the 'rainbow garden' are used to good effect. A wide range of strategies is used to help those pupils with special educational needs and also to support pupils who speak English as an additional language and as a result they achieve well. Support staff play an important part in supporting the work of individual pupils or groups. Pupils are managed very effectively and there is a good ethos for learning. However, there is some inconsistency of practice in the teaching of writing as teachers do not always give pupils sufficient structure or guidance to help pupils achieve of their very best.

The curriculum is good and enriched by a wide range of interesting activities. Provision for pupils' care and support is very good. Pupils are very well supported in their personal development and they receive a good level of guidance. The school takes very good account of pupils' views. There is a very good partnership with parents and other schools. The school has good links with the community and this has a positive impact on pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**The overall leadership and management of the school are good.** The headteacher is a very effective leader with a strong commitment to future improvement. She is strongly supported by the deputy and a team of committed staff who are ensuring continued improvement in pupils' achievements. Governance is very good and all statutory requirements are met.

Particularly good use is made of information gained from monitoring to target 'next steps' and the key area for improvement highlighted from this inspection is priority within the school's own development plan. The management of the school budget is very good. The school has good systems to ensure the professional development of staff and is actively supporting those who are recently appointed and who have had little or no experience of the role of subject leader in the past.

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

Parents hold the school in very high regard. They recognise that significant improvements have taken place in recent years. Pupils are rightly proud of their school.

### **IMPROVEMENTS NEEDED**

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

- Improve pupils' achievement, especially that of boys, in writing.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Throughout the school pupils achieve well and by the time they reach Year 2 overall standards are above average. This is a noticeable improvement since the time of the last inspection.

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

- Children in the Foundation Stage achieve well and most children reach the expected goals.
- Throughout the school pupils develop skills in speaking and listening very well.
- Pupils achieve well in reading and mathematics.
- In writing, pupils can achieve more. Boys, in particular, should do better.
- Pupils of different backgrounds and abilities are supported very well to help them succeed.
- Pupils achieve well in science, information and communication technology, and in religious education.

#### **Commentary**

1. In the Foundation Stage, as a result of good teaching, children of different backgrounds and abilities make good progress and overall reach the expected goals. On entry, children's skills are below average and often low in spoken English. There is a high focus given to speaking and listening and children develop very well in this aspect. In personal, social and emotional development, children achieve very well and make significant gains in confidence. In writing, children achieve satisfactorily but too few attain the expected standard before starting Year 1.

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

Standards in:	School results	National results
Reading	16.5 (15.6)	15.8 (15.7)
Writing	14.8 (15.5)	14.6 (14.6)
Mathematics	16.4 (17.4)	16.2 (16.3)

*There were 89 pupils in the year group. Figures in brackets are for the previous year.*

2. In Years 1 and 2, pupils achieve well in reading and mathematics but should achieve more in writing. The results of the 2004 national tests for Year 2 pupils showed that standards in reading were above the national average. Standards in writing and mathematics were in line with the national average. Taking account of the pupil's attainment on entry to the school these results represented good achievement overall for this cohort. They achieved particularly well in reading. As a result of further focused improvement work during 2004 and 2005 standards in reading have continued to improve. Early indications from the 2005 results confirm this improvement in reading and also a similar level of improvement in the mathematics. Results in writing, however, are only slightly improved on those of 2004. There is a continued pattern of boys achieving less well than girls in writing. The inspection findings reflect this picture with above average standards seen in reading and mathematics but only average standards in writing. Too few boys, in particular, reach the higher level (level 3) by the end of Year 2.

3. Pupils of all ages achieve very well in speaking and listening. Across all classes every opportunity is taken to engage pupils in discussion and a very wide range of strategies is used to develop their spoken language. This is very effective and pupils benefit greatly from this systematic approach and by Year 2 they gain good levels of competency. The high ratio of adults to pupils supports this development very effectively.

4. The school provides a very inclusive learning environment and ensures that pupils of different backgrounds and abilities have the chance to succeed. Pupils with special educational needs, those who have identified social needs and those who speak English as additional language receive a particularly good level of support and overall their achievements are good. More able pupils are well catered for and achieve well. Those who are gifted or talented receive a good level of encouragement so that their talents, for example in music, are nurtured well.

5. In science and in religious education pupils achieve well and attain above the expected levels. In information and communication technology pupils achieve well. Standards are in line with those expected by Year 2 and improving each year as pupils who have had the benefit of improved provision move through the school. A wide range of practical and interesting activities are used well to enhance pupils' achievements in all of these subjects. In religious education, pupils show good understanding for their age about different religions. The sensitive way in which they are encouraged to reflect and also discuss issues of a personal nature in religious education makes a significant contribution to their overall development

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

Pupils' attitudes, behaviour and personal development are very good. The level of attendance is good and pupils are punctual to school.

### **Main strengths and weaknesses**

- Pupils are very interested in school.
- Behaviour is very good throughout the school and this results in a calm working atmosphere.
- Pupils form very good relationships with each other and with adults and they are free from harassment.
- Pupils have good opportunities to take on additional responsibility.
- The level of attendance and punctuality to school is good.
- Provision for pupils' spiritual, moral and social development is very good.

### **Commentary**

6. Pupils' have very positive attitudes to their work. Their eagerness to learn and their enthusiasm mean that little time is wasted. Pupils concentrate, discuss their ideas and work together very well. In the playground, they play together happily, supported by staff who encourage them to take part in various playground games. In the dining hall, pupils sit together in groups and there is a quiet social atmosphere. The school sets a high expectation for pupils' behaviour and they respond very positively to this. All are aware of the importance of the 'Golden Rules'.

7. Pupils are polite and courteous and relationships are very good; pupils are encouraged to have respect for one another and this leads to a calm and harmonious working situation. The school builds very well on the diversity of cultures represented. There are very effective procedures in place to deal with all forms of harassment, consequently pupils are confident that little bullying takes place and that if any were to occur that it would be dealt with very quickly.

8. Pupils' levels of self-confidence and self-esteem are enhanced through the many opportunities to take on responsibility. In the Foundation Stage, pupils show good levels of responsibility, for example when getting out and putting away equipment. In Years 1 and 2, classes are selected to undertake a job each week that involves them in working across the whole school. These include tidying equipment and chairs, taking registers and litter picking. Pupils are very proud of their responsibilities, which they take very seriously.

9. Pupils' spiritual, moral, social and cultural development is very good. Their spiritual development is supported very well through religious education and in assemblies, where pupils have the opportunity to reflect and in which they show a high level of respect. They learn about what is right and what is wrong. At all times they are encouraged to think of others and are

constantly reminded of the importance of living in a community. In lessons, they discuss issues very well and recognise the need to allow others to have their say. Pupils' cultural development is very good. The staff are very good at using pupils' own backgrounds, cultures and beliefs to support learning. Pupils learn to value each and other ones explain that this is an aspect of their school of which they are very proud. The school prepares pupils very well for living in a multi-cultural society.

## Attendance

10. The level of attendance is above the national median and is therefore good. Pupils are eager to come to school and punctuality is good. There were two fixed term exclusions involving one pupil in the school year prior to the inspection. These were appropriate in the circumstances and carried out in line with requirements.

### **Attendance in the latest complete reporting year (95.2%)**

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.3
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.*

## Exclusions

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	69	0	0
White – Irish	0	0	0
White – any other White background	13	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	6	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Pakistani	16	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	44	2	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	3	0	0
Any other ethnic group	13	0	0
Parent/pupil preferred not to say	0	0	0
Information not obtained	141	0	0
Total	313	2	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and learning are good. Care, guidance and support is very good overall. The curriculum and assessment are good. Accommodation and resources are good. The school's links with parents and other schools are very good. Links with the community are good.

## Teaching and learning

The quality of teaching and learning is good. Assessment is good.

### Main strengths and weaknesses

- Staff work together very well as a team and make learning fun.
- Particularly effective use is made of the outdoor learning environment.
- Teaching takes good account of pupils' differing needs and abilities.
- Staff manage pupils' behaviour very effectively.
- Teaching of English and mathematics is good overall but there is inconsistency in teaching writing.
- Assessment is good and as a result work is usually well matched to pupils' levels of understanding.

### Commentary

#### Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	12 (35 %)	19 (56%)	3 (9%)	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.*

11. The quality of teaching is good and this leads to good learning. All teaching is at least satisfactory with the majority being good or very good. Teaching is much improved since the last inspection and this is having a very positive impact on standards. At that time, there was a significant amount of unsatisfactory teaching and not as much very good teaching.

12. Staff in the school contribute effectively to the school's ethos and work together very well for the benefit of the pupils. Everyone works with a real sense of enthusiasm and they encourage pupils very effectively and manage their behaviour very well. Teachers have secure knowledge of the Foundation Stage curriculum and the subjects taught in Years 1 and 2. They work together in year teams and plan their work very thoroughly. They ensure that learning is both challenging and fun. Throughout the school, but particularly in the Foundation Stage, staff use the outdoor environment to very good effect. The activities are very well thought out so that they cover different areas of the curriculum at the same time and also motivate the children to learn. For example, children gained good understanding about money, the skills of ensuring customer satisfaction and also how to manoeuvre a scooter in and out of obstacles, as they dashed about the playground pretending to deliver pizzas to different houses.

13. Throughout the school, staff ensure that the needs of pupils of all ages, abilities and backgrounds are met. Particularly good support is given to pupils who speak English as an additional language or who have been identified as having special educational needs and/or behavioural or social needs. The work for these pupils is well organised and pupils respond very well to the high expectations set by staff. There is effective liaison between teachers and support staff to ensure a co-ordinated approach. Staff use a good range of techniques to ensure that more able pupils are challenged. The use of support staff to create a separate group during the

introductory part of many lessons is particularly helpful in ensuring the needs of different groups are met.

14. Across the school the teaching of English is good overall. There is very good teaching of speaking and listening, good teaching of reading but the teaching of writing is only satisfactory. Teachers have good understanding of the most effective ways to teach speaking and listening, and reading and they are successful in supporting pupils in these areas. There is a consistent approach, particularly to the teaching of speaking and listening, and this ensures that pupils' skills are extended at every opportunity. Staff use a wide range of strategies, such as 'Talking Heads' to engage pupils in purposeful talk and they set a good model in their own ways of both talking and listening. They are less secure in teaching writing, however, and practice is not consistent across the school. Teachers do not always give pupils sufficient structure or guidance, particularly by modeling the writing process. Limited use is made of 'guided writing groups' and not all staff fully appreciate the best ways to challenge pupils to help them refine their skills in order for them to achieve of their best. There are examples of good practice in each year group and there are plans to disseminate these effective ways of working more widely.

15. The quality of teaching in mathematics is good, with a high proportion of very good teaching seen. Staff engage pupils very well in practical problem solving situations that sustain pupils' interest. They match work well to pupils' levels of understanding. There is particularly good teaching of number and pupils can answer quick mental questions very well. In the Foundation Stage staff ensure that they extend children's understanding by asking mathematical questions in all areas of learning. Throughout the school pupils show a keen enthusiasm for mathematics and indicate that it is their favourite subject.

16. Assessment is good. Staff effectively track pupils' progress over time. Assessments are used to set targets and measure pupils' progress towards them. Books are marked carefully, and often contain comments that shows how well pupils have achieved the lesson objectives. There is not always sufficient self-evaluation and review by pupils of their own achievements in writing. Consequently, they are not always clear enough about which is their 'best work' and why that is the case. Pupils with special educational needs have very clear individual education plans which set out the steps they need to take to improve. These are regularly reviewed and updated. Statements are reviewed in line with requirements.

## **The curriculum**

The school provides a good curriculum. There are very good opportunities for enrichment. Accommodation and resources are good.

## **Main strengths and weaknesses**

- The curriculum for the Foundation Stage is rich, varied and well balanced.
- Curriculum innovation is very good and the particular needs and learning styles of the pupils are considered well.
- A very good range of enrichment activities adds interest and excitement to the curriculum.
- There is a very strong commitment to ensuring that all pupils have access to the full range of learning opportunities.
- Opportunities to extend pupils' skills in writing across all curriculum areas are not fully exploited.
- The outside environment supports the delivery of the curriculum very well.

## **Commentary**

17. The curriculum effectively meets the needs of all pupils and statutory requirements are fully met. It includes very good provision for pupils' personal, social and health education and citizenship. Learning opportunities in the Foundation Stage are good and prepare children well for the later stages of their education. Throughout the school schemes of work are in place for all subjects and these are reviewed on a regular basis. The subject leaders of English, mathematics,

science and information and communication technology monitor their subjects well and use the information gathered to adapt and improve the curriculum. This practice is not as well established in the foundation subjects but there are clear plans to address this in the forthcoming year.

18. Since the time of the last inspection the school has been very innovative in developing its provision. As a result, curriculum planning is now good and teachers use cross-curricular links successfully to make learning meaningful. The outside environment is used very well to motivate and interest pupils so that they enjoy their learning. The school makes every effort to cater for pupils' differing needs and styles of learning. Overall, the national numeracy and literacy strategies have been adapted well to the school's own situation and have a positive impact on pupils' learning. However, there is not always sufficient quality and depth in pupils' writing, and opportunities to extend their writing skills across all curriculum areas are not fully exploited.

19. This is a very inclusive school and staff are committed to ensuring that all pupils have equality of opportunity. Particularly good levels of support are provided for pupils with special educational needs and also for those pupils who speak English as an additional language. The school identifies the needs of these pupils quickly and ensures that a wide range of strategies is used to address these. The individual education plans for pupils with special educational needs are carefully worked out and have clearly defined targets. These targets are regularly reviewed to reflect progress made. All pupils, including those with special educational needs and English as an additional language, have access to the full curriculum.

20. The curriculum is enriched very well. There is a broad range of well planned visits which include those to Kew Gardens, Bird World, London Zoo, a local church, a Hindu Temple, the local library, park and post office. Visitors to school enhance pupils' learning very effectively and pupils say that they particularly enjoyed the architectural and circus workshops, the Earthsong musicians who played instruments from around the world and the 'Creepy Creature' man. There is also a very good range of extra-curricular clubs notably in the arts and sport. Music is a strong feature of the school and many pupils learn to play instruments. The school makes a very active contribution to local musical events.

21. There is a high ratio of adults to pupils with a particularly good level of support staff. This is a noticeable improvement since the time of the last inspection. Accommodation is good overall and the outdoor play area for the Foundation Stage and also the orchard, rainbow and walled gardens are very good. This is a significant improvement since the time of the last inspection when many issues were raised about the quality of the accommodation. The accommodation is in a good state of repair and is well looked after.

## **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is very good overall. There are very good health and safety procedures. Pupils' personal development is tracked very well. They receive good guidance based on the assessment of their academic progress. The involvement of pupils through seeking and acting on their views is very good.

## **Main strengths and weaknesses**

- Staff and governors are fully involved in health and safety reviews of the school.
- Very good levels of care ensure that pupils are monitored closely as they progress through the school.
- Assessment arrangements through effective target setting and tracking of pupils' progress in the core areas are good.
- Very good induction procedures for pupils entering the school ensure that pupils settle quickly.
- Pupils' have an active voice in what happens in the school.

## **Commentary**

22. There is noticeable improvement in the level of care, guidance and support since the time of the last inspection. Child protection procedures are firmly in place. All staff are trained and understand the importance of these procedures and how to raise any concerns. Rigorous health and safety procedures ensure that the environment is kept safe. Staff and Governors carry out regular reviews of equipment, buildings and grounds. Full risk assessments are carried out on the premises and on activities undertaken. Many staff have undertaken First Aid training and procedures are in place should an accident occur. The school and grounds are well supervised by adults at all times and rotas of supervision and procedures are well established. Parents indicate that they are confident their children are well looked after and are very positive about the level of care provided.

23. Very good procedures are in place to monitor pupils' personal development as they move through the school. Very good relationships exist between staff and pupils, and adults know the pupils extremely well and are quickly aware if something is wrong. Pupils spoken to are extremely happy that there is always someone they can turn to for help and advice.

24. Monitoring of pupils' academic progress is good. There is careful tracking of pupils' achievements and there are clear targets in place for pupils in the core subjects. These targets, together with regular marking, ensure pupils are usually clear about how they need to improve their work. However, with regard to their written work, this is not always the case. Assessment information is passed smoothly between teachers as pupils move from class to class so that staff are able plan the next stages of the pupils' work.

25. Staff have consulted pupils for their views using questionnaires. In addition, the school council meets regularly and pupils are confident that their views have been taken into account, for example when planning the markings on the playground.

26. There are very good induction procedures for pupils entering the school, particularly when children enter the nursery. These ensure that pupils feel welcome and settle quickly. If pupils start at the school in older year groups, careful attention is given to ensuring that they make friends and take an active part in school life. Parents confirm that they are happy with the arrangements for helping their children settle into school.

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

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

### **Main strengths and weaknesses**

- The school has very positive links with parents, they are consulted and many support the school.
- Information provided for parents about the school, the curriculum and pupils' progress is very good.
- Links with the local community give pupils a broad range of experiences.
- Very good links with other schools ensures that there is a smooth transfer for pupils when they move up to the junior school.

### **Commentary**

27. The school has very good relationships with parents. The responses to the parents' questionnaire and the pre-inspection meeting just prior to the inspection, confirm that parents feel they are well informed and that they feel welcome in the school. A significant number help out on a regular basis in the classroom as well as on school trips. The school undertakes surveys of parents' views, these are analysed and acted upon. The Parent and Staff Association, run jointly with the junior school, is very supportive and raises significant funds throughout the school year, the impact of which is evident around the school, for example in the high quality outdoor equipment.

28. Newsletters give parents a regular update about what is happening in school. Information about the curriculum and parent workshops are very useful in helping parents understand how they might help their children at home. Many parents take advantage of this support. Very clear written annual reports for parents ensure that they know about their child's progress. The reports clearly show what pupils 'know, understand and can do' and give areas for further development. There are many opportunities for parents to discuss their child's progress informally as well as at formal consultation evenings.

29. Good links with the local community support the school well. Visitors include the Fire Brigade and representatives of the Life Education Centre who give talks about aspects of health and safety, and citizenship. Links with the local elderly residents' home effectively support pupils' personal development. Local businesses, including a large retail store, work well with the school to support topics undertaken. Much of the current work about a garden centre is based on a recent visit by pupils to this store.

30. The school works very closely with the local junior school, which is on the same premises, to ensure that the transfer of pupils at the end of Year 2 takes place smoothly. Pupils have various opportunities to visit the school and to meet both staff and pupils prior to their transfer. All of these, plus discussions between staff ensure that the junior school knows the children very well before they start in Year 3. Links with the local pre-school facilities help pupils when they start school. Curriculum links with other schools in the local area support the school well by helping staff share ideas in order to help raise standards.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The leadership of the headteacher, ably supported by the deputy, is very good. Subject leadership and management is good overall. Governors are highly committed to the school and provide very good support and challenge. Management is good.

### **Main strengths and weaknesses**

- The leadership of the school by the headteacher, ably supported by the deputy, is very good and has transformed several areas of school life.
- The governing body is very effective through its commitment to raising standards, its knowledge of the local environment and its support of the local community.
- The school is actively supporting newly appointed staff particularly in the role of subject leader since most have little or no experience of this role.
- Financial management is very good.

### **Commentary**

31. There is significant improvement in the leadership and management of the school from the time of the last inspection when important weaknesses were highlighted. Since then the headteacher has led great improvements in specific areas of school life, for example in teaching and learning, the curriculum, assessment, care and guidance of pupils, in the accommodation and in the leadership and management of the school. She has been supported very well by the deputy headteacher. Together they have helped to establish a very positive ethos that promotes high standards and enthusiasm for learning. Everyone in the school shows a strong commitment to including all pupils in every aspect of school life.

32. Subject leadership is good overall. Subject leaders take their role seriously and ensure thorough planning and good resources are in place in their areas. They give a good level of support to colleagues. The subject leaders in the core subjects of English, mathematics, science and information and communication technology have worked hard to ensure sustained good improvement in their subjects. The Foundation Stage is led very well as is the school's provision for pupils who speak English as an additional language. The school's provision for pupils with special



educational needs is very well co-ordinated. The leadership of music is good but that of other foundation subjects is only satisfactory since a significant number of the staff involved have either relatively little or no experience of the role. The school is appropriately supporting these staff in the further development of this role.

33. The governing body provides very good leadership. Governors are fully involved in the life of the school and have extensive knowledge of the local community which they use to the school's advantage. Governors are well informed by the headteacher and key staff. They are very focused on school improvement and they are clear about the school's strengths and weaknesses. They challenge and support very well and this has a direct impact on raising standards and on the continuing development of the school. Governors are fully involved in drawing up the school improvement plan, and progress towards meeting the priorities in the plan is monitored regularly. Performance management procedures are closely monitored by the governing body. Governors take their responsibilities very seriously and are very successful. There is full compliance with all statutory requirements. Governors have played a key role in the significant improvements to the building which have taken place since the last inspection.

34. Management is good. The school's induction procedures for all new staff are very good. Continuing professional development is a priority and all staff are actively encouraged to update and extend their skills. The school has systems in place which enable effective tracking of each pupil's progress. Test results and teachers' assessments are analysed carefully to identify areas in need of development, and this information is used well to improve pupils' learning in the classroom. There is a very good level of monitoring and evaluation undertaken by the headteacher across all subjects. In the core subjects this also involves the subject leaders. However, mainly as a result of the recent high turnover of staff, this means that this is not established practice in the foundation subjects. Clear plans are in place to address this issue.

35. Financial management is very good and as a result the school has been able to make important improvements to the accommodation. These have had a very positive impact on working conditions for pupils and staff. Administrative support in the school is very efficient. The bursar provides a very detailed analysis of income and expenditure and the headteacher and governors are very well informed. Criteria to determine how well money is spent are well established, and the governors have a very effective finance policy in place. Although the school normally has a very small carry-over from year to year the one for 2004/5 was about eight per cent of the budget. This was directly related to the funding for improvements to the accommodation. For the current financial year any carry-over will be small.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	£1016,497	Balance from previous year	£31,395
Total expenditure	£962,476	Balance carried forward to the next	£85,416
Expenditure per pupil	£3,075		

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

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

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

37. Attainment on entry to the nursery is below average overall although very wide ranging. Many children speak little or no English. The nursery provides a stimulating environment with good resources. By the time children transfer to the reception classes they have achieved well. Children continue to do well in their reception year. The overall quality of teaching is good in the nursery and reception classes but ranges from very good to satisfactory. Teaching in one nursery class and in one of the reception classes is consistently very good. Across the Foundation Stage teachers and support staff work very well as a team. They have a good knowledge of the needs of young children and are skilled at making learning fun. Very good use is made of the outdoors to support children's learning across all areas of the curriculum. By the time children join Year 1 the majority reach the expected goals. In writing, a significant number are still below the expected level for children at this age. The school has very good arrangements for children starting school and very close links with parents to ensure that children settle quickly into school life. Assessments of children are good. Their individual needs are identified early to ensure that all groups do well. Very good leadership and management of the Foundation Stage ensures that children receive a broad and interesting curriculum, with a good balance between the teachers' input and children's independent learning. The good provision has been maintained since the last inspection.

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

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

#### **Main strengths**

- Staff have high expectations of children.
- Very positive relationships and very good behaviour are established.
- Very good opportunities for independent learning increase children's motivation.

#### **Commentary**

38. Children achieve very well and standards are above average when they join Year 1. They develop good levels of confidence and independence. High expectations of adults ensure that the children know what is expected and how they should behave. Staff reinforce their expectations consistently and children respond well and are very well behaved. Staff teach personal and social skills through carefully planned activities and children work very well in groups, sharing ideas and listening carefully to each other's contributions. Children get on well with each other and show great respect for each other's cultures and beliefs. Staff manage children's learning very well to increase their motivation and their levels of independence. Very good organisation and carefully worked out classroom routines are well established and children get out and put away resources very sensibly. Staff provide many very good opportunities for them to plan their own activities, and this helps them make important decisions about their own learning. Nearly all children are on course to meet and many to exceed the standards expected of them by the time they have completed the reception year.

## **Communication, language and literacy**

Provision in communication, language and literacy is good overall.

### **Main strengths and weaknesses**

- Very good opportunities support the development of children's skills in speaking and listening.
- There is good promotion of reading and the use of books.
- Children should achieve more in the development of early skills in writing.

### **Commentary**

39. Overall, children make good progress, achieve well and in the elements associated with speaking and listening and reading meet the early learning goals. In writing, relatively few children reach the expected goals. Staff provide many stimulating activities to develop children's skills in communication. For example, the 'garden centre', the 'jungle', the 'café' and the 'camping expedition' all provide exciting ways of getting children to talk and experiment with language. Children speak confidently to adults and, during lessons, listen very well to the teacher and to each other. Teachers develop children's early reading skills well. Many children in Reception read well for their age, for example when asked to read words associated with the current topic about the school environment and when they read sections out of class books that they have made. Children handle books carefully and use their knowledge of letter sounds well to work out the meaning of any words about which they are unsure. The home/school contact books are used effectively to support children's learning in reading. Children learn to write for different purposes. Many write their own names and simple words. They learn to use a pencil effectively and begin to form letters correctly. However, relatively few are able to form simple sentences without support from an adult. There is variation in the quality of teaching of writing. Very effective practice was observed in part of the nursery, particularly when writing about Jack and the Beanstalk, and also in one of the reception classes. However, opportunities are missed in other classes to extend children's skills in writing.

## **Mathematical development**

Provision in mathematical development is good.

### **Main strengths and weaknesses**

- Children develop very good understanding of number.
- There are many good practical activities, including the use of information and communication technology, to enhance learning.
- Every opportunity is used by staff to help develop children's understanding of number across all areas of learning.

### **Commentary**

40. Children achieve well, and virtually all meet the expected standards by the time they enter Year 1. Teachers provide many exciting activities to develop children's understanding of number. These include singing activities, counting games and practical tasks such as sorting and making comparisons between objects. When making a pizza in the nursery children carefully counted the ingredients and worked out 'one more' and also 'one less'. Many children in the nursery recognise and name numbers accurately to ten. Many children in reception add and subtract up to ten and more able children add and subtract beyond ten. They are given very good challenges to make the most of their talents. Teachers use displays very well to reinforce the language of number and these give children constant reminders of number sequences. For example, children competently used the number-line of shoes in one reception class to sequence numbers to twenty and beyond. Children gain a good understanding of time using songs, and of money using the role-play areas where they go shopping with coins for example, in the garden centre in the reception classes and in the outdoor café in nursery. As a result, most children recognise different coins. They develop a

good awareness of measurement and capacity through well thought out activities in water and sand. Information and communication technology is used well to support children's learning, especially when they match the correct number of objects with a numeral. Fun and games develop children's enthusiasm for mathematics at this early stage in their school life. Staff very consciously develop children's understanding of number across all areas of the curriculum.

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

Provision in knowledge and understanding of the world is good.

### **Main strengths and weaknesses**

- Teachers make effective use of a wide range of resources.
- Topics are well planned and make particularly good use of practical activities.

### **Commentary**

41. By the end of the reception year, children achieve the expected standards for their age. In relation to their prior attainment this represents good achievement. They gain a good understanding of the world around them through visits out of school and working in the school grounds. They learn much from observing and investigating, for example about the development of chicks and butterflies. They note, with enthusiasm, the features of mini-beasts. They grow seeds and plants and are amazed at the outcomes of some of their efforts. They design and make items, such as houses, using a wide range of different fixings and fastenings and appreciate how things work. Children are beginning to understand the difference between the past and present and they develop very good awareness of other cultures often by sharing information from their own backgrounds. Children use information and communication technology well. This was very noticeable when the reception children worked with a Roamer programmable toy and they made it move around a large plan of the school grounds. Most children use the mouse on the computer with good dexterity. In reception, they are good at moving objects across the screen and using the drawing and painting tools on the computer.

In the short time available for the inspection it was not possible to observe two areas of learning, namely physical development and creative development. Teachers' planning and a consideration of pupils' work shows that a suitable programme is in place for each area.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Speaking and listening are given a strong focus and pupils of different backgrounds and abilities achieve very well.
- Staff use very consistent approaches to the teaching of reading and pupils achieve well.
- Boys do not achieve as well as they might in writing as teaching is not consistent across the school.
- Pupils who speak English as an additional language and those with special educational needs are particularly well supported and achieve well overall.
- Leadership and management are good.

#### Commentary

42. Overall, pupils achieve well. They make very good progress in developing their skills in speaking and listening. In reading, pupils achieve well and attain above average standards. In writing, pupils achieve satisfactorily and standards are average by Year 2. Pupils, particularly boys, should do better in writing.

43. Across the school pupils' skills in speaking and listening are developed very well. The school puts emphasis on pupils using 'talk' as a way of clarifying their thinking and in most lessons there is a high level of good quality discussion. Pupils show respect for each other's ideas and are prepared to accept advice about improving the ways in which they communicate, for example when staff ask them to speak in full sentences or pronounce words correctly. Pupils of all ages listen carefully to staff and to each other in lessons and contribute ideas with confidence in small group and whole class situations. The 'Talking Heads' groups are a particularly effective way of encouraging pupils to develop their language skills. By Year 2, pupils express their ideas openly and, for example in the school council meetings, show a good level of sensitivity to ensure the younger members have their say. There are many school productions and these make a notable contribution to the development of pupils' confidence in speaking and listening in public.

44. A strong emphasis is given to reading throughout the school and pupils develop a good sense of enjoyment in reading. They learn to read with accuracy and understanding. At an early age pupils can explain that different books are organised in different ways and that some are story books and others give information. By Year 2, many read fluently, accurately and use a good range of strategies to work out the meaning of unfamiliar words. A significant number read with very good expression. They can explain clearly why they like certain books, such as those about 'The Large Family', and use the vocabulary associated with books, notably author, illustrator, publisher very well to exemplify their views. Pupils of different ages use a library, indexes, glossaries and contents pages successfully to find information from books. They talk about the need for contents pages knowledgeably particularly when referring to books they have made themselves, for example about a recent visit to Kew Gardens.

45. Pupils of all ages are benefiting from the school's recent focus on improving writing but even so more should still be achieved by the end of Year 2, particularly by boys. Pupils write for a range of purposes and recognise the need for different types of writing, for example when writing a list or a narrative piece. Work is generally well presented and dated. However, the overall quality is too varied and few pupils attain good standards. Pupils do not readily write in an imaginative way and many do not apply the skills of spelling, punctuation and handwriting consistently.

46. Overall, teaching is good. Staff are generally secure in the subject and use the technical vocabulary associated with it well. A strong focus is given to the development of pupils' skills in

speaking and listening throughout the school and this aspect of lessons is usually very good. There are many situations where pupils are encouraged to discuss their ideas and clarify their thinking. Relationships between staff and pupils are very good and staff and pupils often enjoy a moment of humour together. In this atmosphere pupils are confident to say what they think. The teaching of reading is given a high profile. There is a well thought out approach to encouraging pupils' independence in reading and this is very successful. Pupils receive a significant amount of individual attention from teachers, teaching assistants and other helpers in school when learning to read. Generally, in lessons, good attention is paid to the wide range of levels of understanding in the classes and activities are set which are well matched to pupils' needs and abilities. Pupils concentrate very well. The teaching of writing is satisfactory overall. There are examples of good practice in all year groups but there is too much variation across the school. Pupils respond particularly well when staff model the writing process and they set a high expectation about what they want pupils to achieve. This is affirmed when they say that they will accept nothing but the pupils' best efforts. This was especially noticeable in one of the Year 2 classes. By contrast in other classes, there is not always sufficient challenge to fully extend the learning of all pupils when they undertake writing activities and there is a noticeable difference in the pace at this stage of a lesson.

47. Leadership and management of the subject are good and overall there has been good improvement since the last inspection. Teachers work together on subject development and have highlighted the need to improve pupils' writing. A focussed programme of development is in place. Resources are good and the library is used effectively to support learning. Information and communication technology is used well to support teaching and learning.

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

48. A high level of discussion takes place in all subjects. Pupils use their skills in reading well to research information in other subjects. There are occasions where pupils' writing is not used or developed as well as it might be across different subjects.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths & weaknesses**

- Leadership and management of the subject is good with a clear focus on raising standards.
- Planning caters effectively for all levels of ability.
- Practical problem solving activities help pupils understand mathematical concepts well.
- Pupils say they enjoy mathematics.

### **Commentary**

49. Standards in mathematics by the end of Year 2 are above average. This is reflected by the early indications of the 2005 test results for pupils in Year 2. Standards are good because work is well planned to cater for pupils varying ability and pupils are focused and work hard. This represents very good improvement since the last inspection.

50. Achievement is good. Pupils are confident with numbers and use a range of mental arithmetic strategies to reach an answer. The most able articulate their thinking clearly, when for example, talking about their calculation of multiplication and division problems. Pupils' work demonstrates a systematic coverage of the National Curriculum. Work is well presented and pupils obviously take a pride in their books.

51. Teaching and learning are good overall with many examples of very good teaching. In the better lessons, there is a very brisk pace and particularly good questioning of pupils by staff. In all lessons a good variety of strategies are used so that pupils remain focused throughout. Staff place

high emphasis on helping pupils develop strategies to solve problems and the relationships between operations, for example, learning that division is the reverse of multiplication. The work of teaching assistants has a positive impact on the achievement of individuals and groups of pupils especially those experiencing difficulty in understanding. Teachers assess children's work thoroughly across both year groups. Pupils have challenging targets in mathematics and they work hard to achieve them. Pupils talk about mathematics with a real sense of enthusiasm for the subject.

52. The leadership and management of mathematics are good. The subject leader is well established in the school and knows the staff and pupils well. She monitors the quality of teaching and learning. She has made sure that planning is relevant to the school and that it caters for the abilities of all. Test results are analysed for areas of development and action taken to address them. Training for staff has been effective and has had a positive impact on the quality of teaching in the classroom.

### **Mathematics across the curriculum**

53. Good opportunities to develop pupils' understanding in mathematics are provided in other curriculum areas. For example, in science pupils record the results of their experiments in graphical form.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Investigative work is developed consistently across the school.
- Teaching is good overall with examples of very good teaching.
- Good assessment systems are in place and are used well to plan the next stages in learning.
- Pupils enjoy science, work very well collaboratively and make very effective use of the school grounds as an environmental resource.
- Pupils speaking and listening skills are developed very well but there is scope to extend pupils' skills in writing.
- The leadership and management are good.

### **Commentary**

54. Standards by the end of Year 2 are above those expected nationally. Pupils are now making good progress and investigative opportunities for pupils are securely in place. Pupils' progress in the previous inspection was judged to be satisfactory and there was insufficient emphasis on investigative work. Overall improvement in the subject since that time is good.

55. Due to the good opportunities provided, all pupils, including those with special educational needs and those who speak English as an additional language, achieve well. They build on previous knowledge and through a practical and collaborative approach acquire a high interest in the subject and enjoy their learning. Pupils receive good support from their teachers and teaching assistants who question them well. This challenges pupils' knowledge and understanding and stimulates thinking.

56. Pupils develop good scientific knowledge and understanding across the whole science curriculum. They learn how to use their senses to observe and carry out investigations. In all sessions observed, pupils concentrated well, sustained their interest throughout and worked well collaboratively. The teachers organised good opportunities for pupils to have a broad range of practical experiences and often encourage very good quality discussions where pupils' contributions are considered and valued. Pupils listen carefully to what others say, they respond very well to the good classroom routines in place and the high expectation of the teachers.

57. The quality of teaching and learning is good overall. There is some very good teaching. The management of pupils is very good. This is achieved through the brisk pace of the lesson, the very good relationships and the imaginative ways in which lessons are introduced. Teachers are secure in their knowledge and make learning challenging and interesting. Planning and preparation are of high quality and considerable preparation ensures that learning experiences are successful, for example when making use the school's outdoor environment.

58. Teachers assess pupils' progress and information is very carefully used to track and monitor areas of concern in order that they may be dealt with quickly. Leadership and management are good and have been instrumental in raising the profile of the subject and improving the approach to investigative science. The curriculum is good with effective cross-curricular links established. Resources and accommodation are good and make a good contribution to the school's focus on practical and investigative work. Pupils' investigational skills are developed particularly well and they show particularly good levels of confidence in practical situations. However, the recorded work is not always of the same high quality and there is scope to develop a wider range of writing in science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well and improvements in standards are building through the school.
- Pupils enjoy using information and communication technology and show good levels of confidence in working things out for themselves.
- Staff have gained confidence in the subject and teaching is good.
- Resources although good overall but are quickly becoming outdated.
- There are fewer programs to support the development of pupils' skills in English than in other curriculum areas.
- Good, enthusiastic leadership and management securing improvements over time.

### **Commentary**

59. Since the time of the last inspection there has been very good improvement especially in the last two years. Staff training and development have taken place and staff are now confident in teaching the subject. This is having a positive impact on standards. Standards in the current Year 2 are average, but in the younger classes where pupils have had good opportunities to develop their skills from first entering the school, standards are higher.

60. Pupils are very well motivated. They work individually or in pairs very effectively and sustain very good levels of concentration. They are prepared to work things out by themselves. By Year 2, they have learnt the basic operations of switching the computers on and off, loading and saving work, and controlling the computer by means of the keyboard and mouse. The school has developed a good range of appropriate software and pupils use the computer for a wide range of purposes, for example to write, draw pictures, present and analyse data, make sounds and play games. They also have good opportunities to use the Roamer programmable toy, giving it a series of commands in order to produce pre-planned movements.

61. Teaching is good. Planning is well thought out. It covers all the expected areas of the National Curriculum and clear outcomes in learning are indicated. Staff use the technical language of the subject well and encourage pupils to do this also. They demonstrate and model the skills the pupils are to learn effectively using the smart board in the suite and this has a very positive impact on pupils' learning. Support staff are trained in the subject and they work effectively to extend pupils' thinking. Assessment is good and consequently staff are able to build on pupils' skills at a good rate. Overall, staff use information and communication technology well in different subjects.



The school has identified the need to extend the programs used to support work in English as part of the drive to raise standards in writing.

62. Leadership and management of the subject is good. Monitoring has taken place across the school and there is a very well thought through improvement plan in place. This recognises that resources although good overall are quickly becoming outdated. This is because new and very sophisticated programs are being introduced that require more of the computer hard drives. The school is very aware of the situation. Governors are very supportive of developments in information and communication technology, and show a clear commitment to future development.

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

63. Information and communication technology skills are taught with relevant links to other subjects. There is effective use in all areas of the curriculum with particularly good use in mathematics.

## **HUMANITIES**

64. Work was sampled in **geography** and **history** as it was not possible to observe any lessons. From a scrutiny of planning documents, displays around the school and pupils' books, it is clear that broad and balanced programmes are in place to cover these subjects. Pupils talk with interest about topics undertaken, for example when considering the similarities and differences between a seaside today and one in Victorian times. They are knowledgeable about the local area, and can identify and name features referring to things they have seen both on a map and on the ground. On a blank map of the United Kingdom, they have coloured and labelled the different countries. They have find out about famous people from the past, such as Florence Nightingale, and they say that they enjoyed looking at the differences between toys today and toys from the past. A range of visits and visitors play an important part in making the work interesting and relevant. Opportunities for pupils to take part in role play associated with the humanities have a positive impact on their learning. The pupils obviously enjoy the work undertaken and they speak enthusiastically about their topics. Pupils' books show that opportunities are sometimes missed to develop and extend pupils' writing in these subjects. Subject leadership is satisfactory. The leader has been in post for only a short time.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- In Year 2 standards are above the expectations of the locally agreed syllabus.
- Pupils' achievement is good as a result of good teaching and learning.
- The standard of their written work is not as of as high a quality as that shown by pupils in discussion.
- Good use is made of visits and visitors to support pupils' learning.

### **Commentary**

65. All pupils, including those with special educational needs, are achieving well, with good support from their teachers and teacher assistants. The standard of their written work is not as of as high a quality as that shown by pupils when talking about their learning. In discussion, pupils show a lively interest in the subject and enjoy expressing their own ideas and beliefs. They showed a detailed recall of stories from the Bible and other sacred books. They show a good understanding for their age of Christianity and other world religions, including the special buildings, events and sacred books. For example, they know about the Torah and about the importance of a christening ceremony to Christians. In discussion, pupils had a good recall of earlier learning about Islam and Judaism and the main Christian festivals such as Easter and Christmas.

66. The quality of teaching and learning is good overall. Teachers' subject knowledge is good and they use pupils' knowledge of their own religions very well to support the learning of others. They have high expectations of pupils and use discussion very well to enable pupils to learn from each other. Artefacts are used effectively. As a result, lessons are interesting and pupils pay attention and concentrate well. Visitors are regularly invited to talk to pupils about their faiths and to take assemblies. Teachers encourage pupils to reflect on their own beliefs and those of others. This makes a very positive contribution to pupils' spiritual, moral, social and cultural development.

67. Leadership and management of the subject are good. The present provision for religious education shows an improvement on that reported in the last inspection.

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

68. In the following subjects no judgement can be made about overall provision since no lessons were observed. A scrutiny of planning and pupils' work took place, and also discussions with staff and pupils.

69. In **design and technology**, a scrutiny of planning pupils' work and discussion with them indicate that national curriculum requirements are met. Pupils show appreciation of the full design process. When planning their work pupils draw designs and identify the materials and resources that are to be used. They make suggestions about how they might have improved the outcomes of their work. Resources are good and easily accessible. Discussion with pupils from Year 1 and Year 2 confirmed very positive attitudes and enthusiasm for the subject. Work on display is of a good standard. Leadership and management are satisfactory. The leader has only been in post for a short time.

70. Displays around the school, teachers' planning and discussions with staff and pupils indicate that an appropriate range of topics is undertaken in **art and design**. Pupils use a wide range of different media and learn to talk about art using the appropriate terminology. The displays in class and corridors are of good quality and provide clear evidence of the care taken by pupils in their drawings and their paintings. Leadership of the subject is satisfactory. The headteacher is overseeing the subject whilst the named subject leader completes her first year as a newly qualified teacher.

71. Although it is not possible to make a judgement on standards or the quality of teaching and learning, it is clear that **music** is a strong feature of the school. From the singing heard during assemblies it is clear that pupils enjoy this and do it well. Planning shows a good range of opportunities is provided for pupils to develop their skills and imagination. Specialist music teaching supports the curriculum very well and many pupils have opportunities to learn an instrument. Pupils take part in musical activities outside the curriculum, including learning an instrument and taking part in local concerts and school productions. Those pupils observed playing instruments in assembly did this very well showing good levels of confidence for their age. The accommodation and resources for music teaching are very good. The school has an impressive collection of musical instruments from all over the world. The subject is well led and managed, and a suitable scheme of work takes account of national guidance.

72. Only part of one lesson was seen in **physical education** during the inspection so it is not possible to make a judgement on standards or teaching and learning. There is a balanced programme in place based on national guidance that ensures pupils are gaining appropriate skills. There is good emphasis on issues related to health related fitness. Pupils dress appropriately for physical education and show enthusiasm for the subject. Leadership of the subject is satisfactory. The headteacher is overseeing the subject whilst the named subject leader completes her first year as a newly qualified teacher.

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

Provision is **very good**.

## **Main strengths and weaknesses**

- High priority is given to pupils' personal, social and health education and citizenship.
- The school has recently gained the Health Promoting Schools Award.
- Staff respect pupils' views and ask for their opinions.

## **Commentary**

73. No specific lessons were observed and therefore it is not possible to make a judgement about teaching. Even so, throughout all activities a high priority is given to this aspect of the school's work. Staff show a very good level of respect to pupils and each other and they often ask pupils' opinions. The school council's views are taken seriously and acted upon. Pupils are given a wide range of opportunities to discuss ideas, feelings and matters of importance within a context of trust and mutual respect. Pupils of all ages develop good levels of maturity and discussions with them indicate that they are actively encouraged to respect the views of others with different opinions. They very effectively learn respect for the backgrounds and beliefs of their classmates. They are made fully aware of social and moral issues appropriate to their ages and levels of understanding, and recognise the need to follow the school rules about being kind to each other, and about looking after property and the environment. They also speak with understanding about the school rule that indicates that everyone should 'be gentle'. The school positively encourages the pupils to adopt a healthy lifestyle. The active approach to learning that is evident in all year groups makes a particularly important contribution to pupils being healthy. Pupils are encouraged to eat wisely and 'healthy' snacks are provided. Pupils can explain the importance of regular exercise and the need to warm-up before undertaking rigorous exercise.

74. The leadership of this area is good. Significant effort has gone into achieving the Healthy Schools Award and everyone in the school is benefiting from this increased awareness.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	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	2
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	3
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	3
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	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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