

INSPECTION REPORT

GOLDFIELD INFANTS' AND NURSERY SCHOOL

Tring

LEA area: Hertfordshire

Unique reference number: 117274

Headteacher: Mrs J Tyas

Lead inspector: Mrs M Summers

Dates of inspection: 16-18 May 2005

Inspection number: 266878

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 to 7
Gender of pupils:	Mixed
Number on roll:	161
School address:	Christchurch Road Tring Hertfordshire
Postcode:	HP23 4EE
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Edwards
Date of previous inspection:	15 March 1999

CHARACTERISTICS OF THE SCHOOL

This small school caters for 161 pupils between five and seven years of age and sixty children who attend the nursery part-time. The school is popular within the community. Pupils come from fairly privileged backgrounds. Less than one per cent is entitled to free school meals, a figure which is far lower than in most schools. Nearly all pupils come from White British backgrounds although there are a few from other ethnic minority backgrounds. Very few are in the early stages of learning English.

The numbers of pupils having special educational needs or a statement of special educational need are about average for schools of this size. Pupils on the special educational needs register have a range of difficulties, from autism to dyslexia and hearing impairment. Most pupils start school at levels which are above those expected for their age.

At the time of the inspection key staff were absent from the Foundation Stage. Nursery and Reception classes were taught by temporary, part-time or newly qualified staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	English, Religious education, Geography, History.
9977	Fran Luke	Lay inspector	
32181	Maria Coles	Team inspector	Science, Art and design, Design and technology, Foundation Stage, English as an additional language.
25787	Edmond Morris	Team inspector	Mathematics, Information and communication technology, Music, Physical education, Special educational needs.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and effective school. It is led and managed successfully and this ensures that the teaching is good overall and pupils achieve well. Current standards are well above average. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well because of good teaching and reach above average standards in mathematics and science. Standards in reading and writing are extremely high. Standards in art and design are well above average.
- Pupils do not achieve as highly in information and communication technology as they do in other subjects.
- The headteacher provides good leadership to the school's work. She is supported well by senior staff and governors.
- Excellent leadership in science is having a really positive effect on standards.
- Pupils are cared for and nurtured very carefully. They become confident, enthusiastic and interested learners. Their behaviour is very good.
- The curriculum is planned effectively and subjects are linked in such a way as to make learning stimulating and exciting for the pupils.
- The school has established outstanding links with parents who support their children well and help them take full advantage of the opportunities offered.
- Provision in the Foundation Stage is satisfactory but should be much better.

The school has made good improvement since it was last inspected in March 1999. Standards have improved as has the quality of teaching. Provision for pupils' personal development has improved, as have the arrangements for supporting pupils with special educational needs. Care for pupils generally and links with parents and the community have shown considerable improvement. The key issues identified by the last inspection have been addressed well in Years 1 and 2, although there are still some weaknesses in the use of assessment information and deployment of learning support assistants in the Foundation Stage.

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

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

Achievement is **good**. Children start in the nursery at levels which are higher than those expected for their age. Their achievement is satisfactory so that at the end of the Reception year, standards are above those expected for children of their age in most areas of their learning. They do especially well in their personal, social and emotional development and in their knowledge and understanding of the world. Achievement in communication, language and literacy, mathematics, physical and creative development is satisfactory.

The current pupils in Year 2 are on track to reach well above average standards in mathematics and science by the end of the year. Standards in reading and writing are very high. Pupils are reaching standards in art and design which are also well above those expected for their age. Achievement is

good in many other subjects, including design and technology, geography and history. Standards in information and communication technology are broadly average. Pupils' achievement is satisfactory but not as good as in other subjects.

Pupils with special educational needs make particularly good progress because of the high quality support they receive from class teachers and support assistants. The brightest pupils are challenged and reach high standards in Years 1 and 2 although this is not always the case in the Foundation Stage. Those with English as an additional language achieve well because of the good teaching they receive.

Provision for pupils' spiritual, moral, social and cultural development is **very good**. As a result, pupils have high levels of respect for one another's views and beliefs. Their very good behaviour and enthusiasm for school and for learning generally, have a significant impact on their achievement. Levels of attendance are well above average.

QUALITY OF EDUCATION

The school provides a **good** quality of education for its pupils. Teaching and learning are **good** and this is why pupils achieve well. Assessment systems supply useful information about pupils' progress and help teachers in Years 1 and 2 plan work which is matched successfully to pupils' different needs, whether they are especially bright, have special educational needs or are learning English as an additional language. Assessment information in the Foundation Stage is not always used so effectively and sometimes the literacy and numeracy activities are too easy for the pupils. This is why teaching in the Foundation Stage is satisfactory rather than good. In Years 1 and 2, the lessons interest and challenge pupils, who work hard and always try their best. Sensitive pupil management ensures there is a calm and positive learning environment where pupils can concentrate on their work. Homework is organised carefully. It helps pupils practise what they learn in school as well as encouraging them to be independent learners. Teachers use books and equipment well to interest the pupils and help them learn. Learning support assistants have a very good impact on pupils' achievement in Years 1 and 2. They help pupils with learning difficulties or disabilities and pupils really benefit from their assistance. Assistants are not always so effectively deployed in the Foundation Stage.

Pupils benefit from a good curriculum. It is made interesting by a wide range of extracurricular clubs and visits to places of educational interest. Accommodation is good and learning resources satisfactory. Some information and communication technology equipment is old and restricts the quality of teaching and learning. The outdoor equipment available for children in the Foundation Stage is also limited in quantity and quality and restricts children's achievement. Pupils are safe, cared for and supported very effectively. They feel comfortable in school and ready to learn. Partnerships with parents are outstanding. Parents play a significant part in supporting their children's work and achievement. Well-established links with the other schools and the community provide very useful experiences for pupils which enhance their learning and contribute to their good achievement.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Leadership and management are **good**. The headteacher provides effective leadership and she is ably assisted by senior staff. Management systems are successful in ensuring the smooth running of the school and pupils' good achievement overall. The school regularly reviews its performance and has an accurate view of its strengths and weaknesses. Governors support the school well and meet their statutory responsibilities successfully.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school's work and really appreciate the efforts of staff in teaching and caring for their children. Pupils are very pleased about what the school offers them. They confirm they find the work interesting and especially enjoy all the special events and activities which are organised for them.

IMPROVEMENTS NEEDED

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

- Develop the provision in the Foundation Stage to make better use of assessments to inform planning, especially for the most able children.
- Raise achievement in information and communication technology.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in Years 1 and 2 is good overall. Current standards in Year 2 are well above those expected for pupils of their age. In the Foundation Stage, children's achievement is satisfactory.

Main strengths and weaknesses

- Achievement is good in reading, writing, mathematics, science and art and design.
- Pupils' achievement is satisfactory.
- Pupils with special educational needs do well because they receive good levels of care and support.
- A large number of pupils reach high levels in the national tests and assessments.
- Children in the Foundation Stage do not achieve as well as they should because many of them are not extended sufficiently by the activities.

Commentary

1. Results in recent national tests have been high, apart from a dip in 2003, when there was a high proportion of pupils with special educational needs in the year group. In 2004, test results were well above average in reading and mathematics and were very high in writing, in the top five per cent of schools in the country. Standards were also above average when compared with schools in similar circumstances.

2. Pupils start at the school at levels which are above those expected for their age in most areas of their learning. Current achievement in the nursery and reception classes is satisfactory. Children transfer to Year 1 at levels which are above those expected nationally. They do especially well in their personal, social and emotional development and in their knowledge and understanding of the world because the school places a high emphasis on these aspects. In communication, language and literacy and in their mathematical development, their achievement is satisfactory. In these areas, teachers' expectations are sometimes too low and the activities do not always move the children on from their already high levels of skill and understanding. Achievement in creative and physical development is satisfactory.

3. In Years 1 and 2, the pupils achieve well. Teaching in these classes really helps them to learn quickly. This good achievement is evident in most subjects, from literacy and numeracy to art and design and design and technology. This year, the pupils in Year 2 are on track to reach very high standards in reading and writing. Standards in mathematics and science are also likely to be well above average. Standards in art and design are high and the school has done well to ensure that the creative side of pupils' development is nurtured as much as the academic side.

4. Pupils of all capabilities in Years 1 and 2 do well because teachers prepare work which is well suited to their needs. The brightest pupils are extended by the high levels of challenge in the work provided. They are encouraged to reflect on their learning, to hypothesise and make comparisons. Support from home has a great effect upon their learning. Many pupils have access to a good range of books and computers outside school. Many have a good experience of the wider world through visits and experiences arranged by their parents. These experiences are valued and built upon in school.

5. Pupils with special educational needs achieve well. This is because they receive good support in lessons from well trained and skilled learning support assistants and class teachers who plan work at an appropriate level to enable them to do well in their learning. The well-planned support results in nearly all pupils with special educational needs reaching the expected level in the national tests at the end of Year 2.

6. The school has rightly identified information and communication technology as a priority for development. They know that provision is not good enough to help pupils reach the same high standards that they do in other subjects. Funds have already been allocated to improve the quality of resources. Pupils enjoy using their information and communication technology skills. They reach standards which are in line with those expected for their age but, bearing in mind their prior attainment and experience, their achievement is not good enough.

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

Standards in:	School results	National results
reading	17.6 (15.8)	15.8 (15.7)
Writing	17.2 (14.5)	14.6 (14.6)
Mathematics	17.6 (17.2)	16.2 (16.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes, behaviour and personal development are very good. The level of attendance is very good and the majority of pupils arrive on time.

Main strengths and weaknesses

- Pupils are extremely interested in all the activities provided for them both in and out of the classroom.
- Behaviour is very good at all times.
- Pupils form very good relationships with each other and with adults. As a result they are free from harassment and feel safe and secure.
- Pupils take the opportunities for additional responsibility seriously.
- Levels of attendance and punctuality are very good.
- Provision for pupils’ spiritual, moral and social development is very good

Commentary

7. Pupils’ very good attitudes, their eagerness to learn and very good behaviour make for a very positive and productive atmosphere in the school. They work together very well together in class as well as independently and listen well to their peers. Teachers manage the pupils’ very well and, as a result, they work purposefully and are eager to do well. They are interested and self motivated. In the playground they play very well together. In the dining hall pupils sit together in groups and there is a quiet pleasant social atmosphere.

8. Pupils’ are polite and courteous and relationships are very good. They are encouraged to have respect for one another and this leads to a calm and harmonious atmosphere in the school. The school has very effective procedures in place to deal with all forms of harassment. Consequently, pupils’ are confident to approach any member of staff for help.

9. Pupils’ levels of self-confidence and self esteem are enhanced through opportunities to take on additional responsibilities. They are encouraged to act as monitors in class and around the school and are asked to act as buddies when new pupils join the school.

10. Pupils’ spiritual, moral, social and cultural development is very good overall. The school has improved its provision for spiritual development, which is now good. Lessons in art and design and religious education give pupils opportunities to reflect about their response to various stimuli and situations. These opportunities are supplemented well during assemblies.

11. Moral and social developments are very good. Pupils are encouraged to think of others by raising and collecting funds for charities. The ethos of the school and the very good personal and social education leads to pupils being very aware of the impact of their actions on others.

12. Provision for pupils' cultural development has also improved and is now good. The school prepares pupils well for living in a multi-cultural society. The school promotes other cultures and faiths through a range of subjects and pupils' learn to understand and to respect them.

13. Pupils with special educational needs who have emotional and behavioural difficulties are well managed in class and during breaks. They are constantly encouraged by their teachers, learning support assistants and midday supervisors to act in an appropriate manner. This positive and consistent approach enables them to be fully included in all activities and ensures their learning, and that of others, is not adversely affected.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
National data	5.1	National data	0.4

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

14. The level of attendance is very good. Pupils are very eager to come to school and attend punctually each day. This shows the high degree of support that children enjoy from their parents in ensuring they get the most from their education.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Pupils are well taught and receive a varied and stimulating curriculum. They are cared for and supported very well and benefit from the school's very good links with other schools and the community. Links with parents are especially effective.

Teaching and learning

Teaching and learning are good overall. They are satisfactory in the Foundation Stage but good in the rest of the school. Teaching in Year 2 is particularly strong. Assessment procedures are effective and allow pupils' progress to be tracked carefully in reading, writing, mathematics and science.

Main strengths and weaknesses

- The quality of teaching and learning is very good in Year 2. These pupils make especially good progress and reach high standards in their work.
- Teachers encourage the pupils to work hard and always do their best.
- Books and equipment are used well to interest and engage the pupils and help them learn new skills.
- Sensitive and consistent pupil management ensures that pupils can learn without interruption.
- Homework is used well to help pupils practise new skills they have learned in lessons.
- Learning support assistants are used very effectively in Years 1 and 2 but not always so productively in the Foundation Stage.
- In a few lessons, time is not always used effectively and contributes to a lack of pace and challenge.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	10	11	0	0	0

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

22. The good teaching that most pupils in Years 1 and 2 receive means that they achieve well during their time at the school.

23. Teaching in the nursery and reception classes is satisfactory overall. The children in these classes are very interested in the wide range of experiences that are provided. This reflects their good levels of confidence and independence on entry to the school. Generally, the level of teachers' questioning is good and encourages the children to predict the outcomes of their experiments. Children are managed very sensitively and there is a high priority on encouraging them to work and play well together. However, sometimes teachers' expectations are too low for the brightest children, especially in literacy and numeracy activities. On these occasions children can already do the activities provided for them – they complete puzzles and can match letter patterns easily. Assessment systems are in place but the tracking of children's achievement is relatively new. The information is not yet being used well enough to plan appropriate activities for children of different capabilities.

24. Teaching is very effective in Year 2 where all the lessons seen were at least good and nearly half of them were very good. Strengths lie in the pace of the lessons and the high levels of challenge given to the pupils. Teachers move the pupils' learning on at a brisk rate, using a good range of books and equipment to help them. In most cases the work is pitched accurately to the different levels of pupils' understanding and skill. This results in the pupils being interested and motivated and working extremely hard. In a very successful art lesson, the teacher, through sensitive and focussed questioning, helped the pupils to build on their existing knowledge of Lowry's and Monet's work. She was able to draw the pupils' attention to colour and style and encourage them to make comparisons between the paintings, before giving them the opportunity to make their own attempts.

25. Throughout the school, teachers enjoy very positive relationships with the pupils. They manage behaviour very sensitively, always encouraging pupils to reflect about their actions and how they might affect others. Discipline is very good. Pupils are able to work in a very pleasant atmosphere and they know their efforts will be valued.

26. Homework is very useful in enabling pupils to practise what they have learned in lessons. Pupils take home reading books, library books, spellings and other work, depending on their age. Spelling lists are varied according to pupils' capabilities. This means that pupils learn words which are relevant to them and that all have an equal chance of success. Parents make a considerable contribution to their children's learning by supporting the homework well.

27. In a few lessons, too much time is spent on minor organisational matters such as seating arrangements. Long introductions and explanations sometimes limit the time available for pupils' individual work. The use of 'talk partners' is often not focused enough to really have an effect on pupils' learning.

28. Teachers, teaching assistants and other support staff give good support in class and in small groups to those pupils who have special educational needs and the very few who speak English as an additional language. In lessons in Years 1 and 2, teachers use the additional adult support very well. Plans are shared so that all adults know exactly what they are doing. The notes kept to outline the achievements of the pupils they work with are very useful to the teachers in planning future work at suitable levels. Pupils who are identified as requiring additional support are well catered for. Support groups for pupils who are experiencing difficulties with basic phonic work are especially successful. In the Foundation Stage, support staff are not always as effectively

deployed. In some cases they over-direct activities, and this limits the children's opportunities to think for themselves and make decisions. At other times they are used to service activities rather than have a direct impact on the learning of the children.

The curriculum

The curriculum is good throughout the school. It is enriched by a very good level and range of additional activities. The accommodation and resources are good.

Main strengths and weaknesses

- A good quality curriculum interests and motivates pupils as well as preparing them very well for the junior school.
- The provision for personal, social and health education is very good.
- There are many opportunities for pupils to participate in a wide range of stimulating educational activities.
- The curriculum provides well for pupils with special educational needs.
- The school is well staffed by competent teachers and well-trained support staff.

Commentary

22. The curriculum meets statutory requirements, including those for religious education and the daily act of worship. There is suitable provision for sex and drug education. The curriculum is good throughout the school. All subjects are taught to an appropriate depth and the school is developing useful links between subjects to use the curriculum time more effectively. The richness of the curriculum makes an important contribution to the pupils' good attitudes to learning. Pupils become eager learners because they are given interesting and thoughtfully planned work in their lessons. As a result of this good quality curriculum and the high standards attained in English, mathematics and science, the pupils are very well prepared for the junior school.

23. The provision for PSHE is very good and is particularly well planned. It has been planned in cooperation with the local junior and secondary schools so there is a clear progression of learning in all areas from the nursery to the end of secondary education. The school holds a Healthy Schools Award in recognition of its work in promoting healthy living and has equipment for pupils to use at lunchtime to encourage exercise and to improve physical skills. The results of the many strategies to improve the personal and social development of the pupils can be clearly seen in their very good attitudes and behaviour.

24. The school gives pupils many opportunities to sample and enjoy many experiences and activities over and above those included in the National Curriculum. The very good level of quality clubs held at lunchtime and after school covers a range of sporting and other activities. The level of participation in sport, some of it competitive, and in art, dance and drama is very good. Pupils in all years also go out of school regularly to visit museums and other places of educational interest. These are carefully planned to improve their knowledge and understanding in subjects such as history and geography. Workshops and enrichment weeks with themes such as music, art, PSHE and design and technology make learning great fun and help to stimulate the pupils' imagination. As a result of these weeks and other special events, the pupils have the opportunity to learn about many subjects at a good depth. Visitors to the school help provide a focus to learning and also make the pupils' work much more interesting.

25. The curriculum for pupils with special educational needs is good throughout the school. It is most successful when the work they are given by their teachers is linked to the targets in their individual education plans and is specifically designed to help them make good progress. Pupils are given full access to the curriculum and receive good quality help from learning support assistants who make a useful contribution to their achievement. Any withdrawal from lessons is monitored to ensure that pupils do not miss the same part of a lesson or work in a particular subject on a regular basis.

26. The school is well staffed with teachers who have a range of expertise in different subject areas. Teachers willingly share their skills and knowledge with colleagues when planning the curriculum so that all aspects can be successfully taught. The learning support staff are well qualified and give very good support to the pupils they work with. As a result, pupils are able to achieve well and make good progress as they move through the school.

27. The accommodation is good. It has been improved since the last inspection by the provision of a new and attractive library, another group tuition room and improved courtyard areas. The many eye-catching displays make the whole school a most pleasant environment and show the value put on the pupils' work. Resources are satisfactory overall. In many subjects they are good and are used well to help make learning more interesting to pupils. In ICT however, resources are barely satisfactory and limit pupils' overall achievement in the subject.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. Pupils' personal development is tracked very well. Pupils are consulted about their views of school and their ideas and opinions are taken into account.

Main strengths and weaknesses

- Staff and governors are fully involved in health and safety reviews of the school. This ensures a safe and secure environment for the pupils.
- Pupils are monitored closely as they progress through the school. Adults are quickly aware of any difficulties and are able to provide support very efficiently.
- Very good induction procedures ensure that new pupils settle quickly.

Commentary

28. The school has very rigorous health and safety procedures in place. Staff and governors are vigilant in ensuring that the environment is kept safe by routinely checking grounds, buildings and equipment. Risks assessments are regularly carried out.

29. Child protection procedures are firmly in place. All adults in the school know the importance of these and how to raise any concerns. Pupils who suffer minor accidents or who are feeling unwell are very well looked after. Parents are very positive about the level of care provided for the pupils. As a result pupils feel safe and secure.

30. Teachers regularly consult the pupils for their views on different aspects of school life. In this way, pupils have a say in the running of their school.

31. There are very good, informal procedures to monitor pupils' personal development as they proceed through the school. Relationships throughout the school are very good. Adults know the pupils extremely well and are quickly aware if something is wrong. Pupils are very happy that there is always someone they can turn to for help and advice and parents confirm this.

32. Progress in speaking and listening, reading, writing, mathematics and science is tracked carefully as pupils develop their knowledge, skills and understanding through Years 1 and 2. The results of these assessments are used well to identify those pupils in need of further support and those who are capable of high level work. The systems in the Foundation Stage are satisfactory but the information is not always used effectively to ensure the brightest children receive appropriately challenging work.

33. All pupils with special educational needs are carefully tracked to monitor their progress and to ensure that they are achieving as well as possible. Liaison with outside agencies is good and the school makes great efforts to ensure that pupils receive as high a level of care as possible. The

four statemented pupils in the school receive their full entitlement as outlined in their statements of educational need.

34. Very good induction procedures mean that pupils feel welcome and secure in their new surroundings. New children settle into nursery quickly and begin to take a full part in all the activities offered. If pupils start at the school in older year groups, they are assigned a friend to help them understand school procedures so they can fit in quickly and take an active part in school life.

Partnership with parents, other schools and the community

Links with parents are outstanding and have an immense impact on the achievement of pupils. Links with the community and other schools are very good.

Main strengths and weaknesses

- The school has excellent links with parents. They are consulted regularly about their views and many support the school actively through helping in classrooms.
- There is very good information provided for parents about the school and the curriculum.
- Productive links with the local community give pupils a broad range of experiences and develop a strong sense of belonging.
- Very good links with other schools and playgroups ensure the smooth transfer of pupils.

Commentary

35. A very good range of information is sent to parents on a regular basis to let them know what is happening in school, as well as information about the curriculum and how parents can help their children at home. Many parents take advantage of this and actively support their children at home by encouraging them to practise what they have learned at school. They help with homework and ensure that it is completed and returned to school on time.

36. Written annual reports for parents are very good. They inform parents what their children know, understand and can do and give some areas for further development. Parents can easily see the progress their children are making. There are opportunities for parents to discuss their children's progress informally, as well as at formal consultation evenings.

37. The school's excellent relationships with parents have been built up over many years through active links with community groups and with families themselves. Parents' concerns or complaints are quickly and efficiently dealt with. Parents confirm that they feel welcome and that they have very good relationships with all the staff. Regular surveys are made of the views of parents, the results of which are analysed and acted upon. Parents and friends of the school bring considerable skills to help pupils with their learning. A significant number come into school on a regular basis to help out in lessons and in the library. Parents raise significant funds for the school as well as organising social events which further increase the quality of relationships and the degree of team work. The strong degree of parental interest and involvement has a tremendous effect on their children's learning and achievement in Years 1 and 2.

38. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. During meetings with teachers and the special needs coordinator, parents and carers are made aware of the targets set for their children. All are provided with a copy of the individual education plan to help them support their child at home in working towards achieving their targets.

39. Very good links with the local community support the school well. Many members of the local community come in to help regularly. Pupils visit neighbours and friends of the school at Harvest Festival and at Christmas. The school is very closely involved in a tourism project within the town, which helps to increase the range and quality of experiences which pupils receive to support their learning.

40. Very good links with the local pre-school group and the local junior school support pupils very well and ensure smooth transfers take place. Teachers' professional development is supported effectively through productive links with other schools in the town.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides effective leadership and she is ably assisted by senior staff. Management systems are successful in ensuring the smooth running of the school and pupils' good achievement. Governance is good.

Main strengths and weaknesses

- Staff work together well as a team and provide a consistent and well coordinated experience for pupils.
- Governors work well with the headteacher and staff to support and monitor the school's work.
- Some key staff have a good influence on the school's work.
- School improvement planning, whilst satisfactory, could be much better.

Commentary

41. The school operates in a very calm and positive manner due to successful and well-established management systems. Staff know their roles and responsibilities and work together well to provide a consistent experience for the pupils. This helps the pupils to feel secure and confident to approach new learning.

42. There is a strong drive to ensure that pupils achieve well during their time at school. This is supported by useful assessment systems which enable senior staff to analyse progress and provide extra support for pupils who are identified as underachieving. Procedures are continually reviewed to ensure they are working efficiently. Assessment systems in the Foundation Stage for example, have been improved recently and staff are aware that this information needs to be used more effectively to inform teachers' lesson planning.

43. The headteacher steers the school's work successfully and provides a calm and well-organised example to staff. Some senior members of staff including the deputy and the science coordinator have a considerable impact on the work of the school and on raising standards. The Foundation Stage is currently being led by the headteacher during the temporary absence of the coordinator. Areas for development have already been identified, including the provision of some new outdoor equipment to support the children's physical development.

44. The provision for pupils with special educational needs is well managed. All paperwork is kept up-to-date and liaison with outside agencies is very good. Tracking the progress of every pupil to see if they are meeting their targets monitors the effectiveness of the provision. If they are not, then further intervention is immediately put in place. Governors are kept fully informed about the provision through regular reports. Statutory requirements are met.

45. Governance is effective. The governing body is supportive and active in the life of the school. Governors meet regularly to monitor its work. They receive good information about pupils' achievement and provision generally and are therefore well placed to make decisions about future developments. Governors enjoy good relationships with staff through their regular visits and attendance at school functions. Some governors are linked to subjects to help them monitor school provision even more effectively. The governing body ensures that the school meets its statutory responsibilities.

46. The headteacher and governors know their school well. They have a clear view of their strengths and weaknesses. They know for example that information and communication technology equipment is outdated and requires improvement so that pupils can reach the same high standards

that they gain in other subjects. The good leadership of the headteacher has meant that pupils' achievements in national tests have been consistently good over the past few years. A strongly held commitment towards providing a broad and rich curriculum has ensured that pupils' achievements in other subjects, for example art and design, are generally good. Extremely positive relationships with parents have been fostered over the years and have resulted in them having a great deal of confidence in the school and showing high levels of support for their children.

47. Regular and thorough lesson observations made by the headteacher have led to improvements in teaching and learning. Points for improvement are given to teachers and these are followed up at a later date. These systems, alongside secure induction procedures for new and inexperienced staff, mean that teachers' professional development is catered for effectively. Overall, the school is well managed and provides a good quality of provision for its pupils.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	509,342	Balance from previous year	32,073
Total expenditure	501,749	Balance carried forward to the next	39,666
Expenditure per pupil	2,772		

48. Funds have been saved over the past few years to improve ICT resources. Improvements are currently being made, but the lack of a clear strategic plan based on raising standards has limited the effectiveness of the budget decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the nursery and Reception classes in September, January and April each year. Overall, they start school at levels which are above those expected for children of their age. This reflects the high degree of parental support that most of them enjoy. Most children have had pre-school experience. The staffing situation found during the inspection was unusual as two permanent teachers, including the Foundation Stage co-ordinator were absent. Their absences were covered by temporary staff. Overall, the quality of teaching seen during the inspection was satisfactory and children were progressing at an acceptable rate. In

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The good relationships which exist between all adults and children help them to become happy and confident learners.

Commentary

49. The children's personal, social and emotional development is good. Trusting relationships between children and adults help the children settle quickly into school and enjoy their learning. Parents have confidence in the staff because of the excellent home school links that are in place.

50. The children show great confidence as they move between activities. They can sit and concentrate in whole class sessions or when working as a group. They readily take turns and share equipment with their friends. Good classroom routines encourage the children to concentrate and complete tasks. Everybody helps out with clearing up and taking responsibility for keeping the classroom tidy.

51. The quality of teaching is good in this area of learning. All children, including those with learning difficulties, make good progress in expressing their needs and feelings because of the very good relationships that they have with the adults and each other. All achieve well and the vast majority are on course to exceed the goals set for them nationally at the end of the Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children can express themselves confidently and fluently.
- Children achieve well in writing
- More able children do not always make enough progress because of a lack of challenge in the activities.

Commentary

52. The children come into the school with skills in speaking, listening, reading and writing which are above average for their age. They show an extensive vocabulary and speak clearly and audibly with confidence and control. They are able to convey feelings and ideas well through talk. They listen well to stories, instructions and to each other. Most children handle books carefully and

understand elements such as the characters and the order of the story. In the Reception classes children are able to link letter sounds together to read and write simple words and sentences. Many are making reasonable attempts at writing more complex words. Most children form letters and words correctly and show very good pencil control. They can read back their writing. The quality of teaching is satisfactory. Children get many opportunities to develop their vocabulary and their confidence in speaking but activities do not always challenge the more able. This limits their progress and overall achievement. Most of the children in Reception are likely to reach and many exceed the expected standards by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A wide range of activities and resources supports the learning of number, shape, space, and measures.
- Most children reach the standards expected for their age by the end of the Reception year and a reasonable number will exceed expected levels for their age.
- There is a good use of mathematical language and knowledge of vocabulary.

Commentary

53. The quality of teaching is satisfactory in this area of learning. Children achieve satisfactorily. They have a very good knowledge of number by the time they transfer to Year 1 and this prepares them well for future work. Photographic evidence shows a wide range of activities which give opportunities for children to extend their mathematical skills. For example, there is evidence of them using money to spend at their classroom 'shops'. Children like exploring capacity in the water tray and measuring their buildings by counting the number of blocks. They know the correct names for a good number of two-dimensional shapes and a few simple three-dimensional shapes. They explain their mathematical work clearly using correct vocabulary. All the children are likely to reach the nationally expected level by the end of their Reception year with a significant number exceeding this level. Sometimes the activities provided are too easy for the most able children. They do not make as much progress as they might.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very good range of activities extend children's experiences and knowledge of the world around them.
- Well organised and resourced role play areas help to build on children's very good speaking and listening skills.

Commentary

54. Well planned and focused teaching provides a good range of opportunities to extend children's understanding of the wider world and results in a good range of exploratory work. In Reception, children are able to name parts of a flower and have completed some very good observational drawings of daffodils. In the nursery, children are confident in predicting and justifying which objects will float and sink in water play. Role play areas play an important part in developing children exploratory and imaginative skills and also enable children to use their language skills well. Teaching is good in this area of learning and the children achieve well. The opportunities provided through planned activities and direct questioning helps to expand their knowledge and understanding as well as their speaking and listening skills. Children can use large and small

construction equipment to build towers or houses and select their own material with confidence. They can use the computers confidently at a level which is appropriate for their age. Most are likely exceed the expected standard in this area of learning by the end of the Reception year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Well-planned activities and teaching promote good achievement in some aspects of this area of learning.
- Lack of variety and quality of outdoor resources in the nursery limits achievement.

Commentary

55. The Reception outdoor area is organised appropriately with various opportunities for children to develop their physical skills including use of small play equipment, wheeled bikes and imaginative play areas. Children in Reception classes achieve satisfactorily. The children show good levels of coordination and control in movement. They can climb and land confidently and demonstrate increasing control in throwing and catching objects. During activities indoors, they learn how to use scissors, hold a paintbrush and other small tools. Teachers use the facilities they have satisfactorily. In contrast, the equipment in the nursery area is rather worn and limited in quantity and quality which limits the progress of these children. There is not enough large climbing apparatus to challenge the children's learning in both nursery and Reception. Many children are likely to achieve the expected level by the end of Reception.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Good imaginative role play areas help to extend children's imaginative play.
- Activities are sometimes over directed by adults and this limits the children's creative development.

Commentary

56. The children's attainment by the end of their Reception year is in line with that expected nationally. Teaching is satisfactory and results in reasonable achievement by the children. Imaginative play opportunities are well developed, especially through the role play areas. However in art activities their learning is limited. Too often, adults prescribe exactly how children should respond to different stimuli. They receive limited opportunities to make their own creative response using a range of art and design materials.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils reach very high standards in speaking and listening, reading and writing.
- The teaching is good and helps pupils achieve well.
- Literacy skills are developed very well in other subjects.
- Good assessment means that pupils of different abilities are catered for effectively.

Commentary

57. Standards in the national tests in 2004 were very high in writing and well above nationally expected levels in reading. Year 2 pupils this year are on track to reach very high standards in reading and writing. Virtually all of them are working at nationally expected levels and a good proportion are working at the higher than expected Level 3. This shows good improvement since the last inspection when only a few pupils reached the higher level in writing.

58. This good improvement is due to effective teaching and the many useful opportunities that teachers create for pupils to use their developing literacy skills in different subjects. Teachers have a secure knowledge of how to teach literacy and this enables them to deliver their lessons very confidently. At the beginning of lessons they tell the pupils what they are expected to learn and this helps the pupils focus on the job in hand. Pupils also are able to assess how well they have achieved. This was especially effective in one Year 1 class where the teacher repeatedly referred to the objectives during the lesson. Pupils were reminded constantly about the main points of the lesson and therefore learned effectively.

59. Behaviour management is especially successful and means that lessons proceed in an orderly manner with pupils able to complete their work within a quiet, calm environment. Pupils with special educational needs are well supported. Teachers provide work which helps them to develop basic skills and welfare assistants support them carefully, helping them to make good progress.

60. In Year 2, classes are rearranged several times a week for the teaching of reading comprehension and aspects of writing. Grouping pupils according to their capabilities enables teachers to provide appropriate activities to ensure the brightest and the least able achieve well. The very few pupils with English as an additional language also achieve well. Often groups of pupils are withdrawn for extra support. Regular and careful assessment ensures that any pupils with weak skills are quickly identified and additional help given. A very useful home-school programme operates to provide further concentrated support. Parents are shown how to help their children at home and provided with specialised materials. School records show the success of the system.

61. The subject is led and managed satisfactorily. Some good work has been done to improve the library facilities and this is helping to extend pupils' research skills and their knowledge of how libraries operate. However, monitoring systems are informal and mean that there is not a clear view of school provision and standards. This limits the school's ability to plan effectively to maintain the high standards currently reached by the pupils.

Language and literacy across the curriculum

62. This is a very strong aspect of the school's work. Pupils get many opportunities to practise their literacy skills in other subjects. Accounts of their scientific investigations, children's prayers, reports of visits made to places of historical interest, thank you letters, evaluations of design and technology projects are just a few examples of how teachers enable pupils to practise their reading

and writing. Pupils learn the features of writing for different purposes as well as practising what they have learned in their literacy lessons. The lack of really good information and communication technology resources however, limits the pupils' opportunities extend their literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are well above those found nationally and are above those found in similar schools.
- The quality of teaching is good. Learning support staff are used very well. As a result, pupils achieve well.
- Pupils enjoy mathematics and are eager learners.
- The leadership and management of mathematics are good.
- Assessment procedures are good and are used well to plan future work.

Commentary

63. In the 2004 national tests, the standards were well above the national average. They were also above those found in similar schools. The pupils currently in Year 2 are also reaching standards well above those expected for their age. This shows good achievement since they started school. The good quality teaching is a major factor in helping pupils achieve well. Those pupils with special educational needs make good progress as they are provided with work carefully tailored to their needs and are well supported by their teachers and learning support assistants.

64. The quality of teaching and learning is good. Teachers manage their classes very well and create a positive working atmosphere in which pupils can learn effectively. Relationships are particularly strong and there is a great deal of mutual respect evident in classes. This was very evident in a very good Year 2 lesson about addition. The warm relationships between the pupils and the teacher resulted in pupils working hard and producing high quality work. Pupils of all abilities achieve well as the work in lessons is carefully planned to build on their prior knowledge and understanding. Teachers plan together and are able to share ideas and expertise. Teaching assistants are used particularly well to help pupils learn more effectively. They are very well briefed and give good quality support throughout. All teaching assistants keep detailed records of their work with specific pupils or groups so that the teacher can plan suitable work for the next lesson.

65. Pupils respond well to the good teaching, are attentive in lessons and are keen to learn. They are proud of their many achievements. They present their work neatly in their books and the vast majority successfully complete the work set for them. Their behaviour in lessons is good and leads to a calm and peaceful environment in which all pupils can flourish and produce good quality work.

66. The management of mathematics is good. There is a strong focus on raising standards. The provision is regularly and carefully monitored to identify areas of strength or weakness. Appropriate action is then taken to make necessary improvements. Pupils are regularly assessed and they are tracked as they move through the school to ensure that they are achieving at an appropriate rate. Teachers set pupils individual targets to aim for during each term. These are displayed in their books and are checked at regular intervals.

67. There has been a good improvement in the provision since the last inspection. The quality of teaching has improved and is now consistently good. Standards have been maintained and the management of the subject improved. Pupils' attitudes and behaviour are now very good indeed.

Mathematics across the curriculum

68. The pupils' skills in mathematics are used well in other subjects. These links are useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, in Year 2 pupils made charts based on their findings about how people change as they become older. In science pupils create bar charts to show the eye colour of their classmates.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Consistently good teaching contributes to the high standards at the end of Year 2.
- Pupils are keen and enthusiastic learners.

Commentary

69. The school has maintained its high standards since the previous inspection. Standards are well above those expected nationally. Many more pupils than in most schools reach the higher Level 3 in the teacher assessments at the end of Year 2. Achievement overall is good. Pupils with special educational needs and those for whom English is an additional language also achieve well.

70. The science curriculum is well balanced and covers all the requirements of the National Curriculum. Teaching ensures that pupils' scientific skills and knowledge are extended from year to year. Lessons provide many opportunities for the pupils to use observational and investigative skills and these contribute to the high standards in this subject. There is a good emphasis on developing speaking and listening skills and on the correct use of scientific vocabulary. This helps all the pupils, especially those with special educational needs and English as an additional language develop their knowledge and understanding. In a very good Year 2 lesson for example, this emphasis resulted in pupils using complex terms such as 'criteria,' 'observation,' and 'comparisons' correctly.

71. The quality of teaching is good. Teachers' expectations are high, especially for the most able pupils. Very good knowledge of the subject enables teachers' questioning to be effective and focussed. This is successful in getting the pupils to think deeply about their observations and begin to hypothesise and draw conclusions. This was noted in a successful lesson where pupils began to understand about heredity by observing the similarities and differences between three members of the same family. Teachers make sure that pupils develop their literacy skills by insisting on accurately written reports of scientific work as well as clearly labelled diagrams. Similarly good opportunities are provided for them to develop their mathematical skills through using measuring and representing outcomes of experiments on simple graphs.

72. Marking and assessment are used successfully to inform the next stages of learning for pupils at different levels of knowledge and understanding. End of unit assessments ensure that teachers have a clear understanding of how well their pupils are doing over time. Pupils are eager and enthusiastic about the subject. They are confident in discussing their work and asking questions. There is good participation by all the class members including those with special educational needs and English as an additional language. They listen respectfully to their teacher and their peers, in whole class and talking partner discussions. These very positive attitudes have a very good impact on their overall achievement.

73. Leadership and management of the subject are excellent. Raising standards is of high priority. Analysis of data is used very well to identify areas for further development. There is no doubt that successful subject leadership has led to the high standards being maintained since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils enjoy working on computers.
- There are good links with other subjects.
- Some of the resources are old and unreliable and this hinders the development of pupils' skills, knowledge and understanding.

Commentary

74. There has been a satisfactory improvement in the provision of information and communication technology since the last inspection. Resources are better than they were but, even so, some are now reaching the end of their useful life. Standards at the end of Year 2 are as expected nationally. Given pupils' good attainment in entry to the school, they do not achieve at a fast enough rate.

75. All aspects of the subject are covered over time. No direct teaching was observed during the inspection as specific lessons take place on a Friday afternoon. The timing of these lessons is questionable as pupils may well forget any skills they have learned before they get a chance to use them after the weekend.

76. Teaching is satisfactory. Each classroom has three computers for pupils to use during lessons. They are used on a rota basis and a checklist is kept to ensure pupils have equal access. Direct teaching of computer skills to a whole class and introducing new programs is often difficult because the pupils have to sit and watch the teacher demonstrate on one small screen. It also means that the pupils have to wait for some time before they can try out the new skills for themselves.

77. Pupils enjoy their work. They have very good attitudes to their learning and concentrate and work well together. They share tasks fairly and often give each other good support when difficulties are encountered.

78. The subject is led and managed well. Great efforts have been made to make efficient use of the available resources so that the pupils are able to learn the basic skills. The areas requiring improvement have been clearly identified. The focus is on raising attainment to a higher level by improving the resources to give pupils more access and more challenging work. The recent acquisition of some digital cameras has already improved the provision and pupils of all ages and the staff have enjoyed learning how to use them in their work. There has recently been a thorough audit of staff confidence to identify areas in which they require further training.

79. Resources are just satisfactory to deliver the curriculum. Some computers are now ageing and in need of replacement. The school has recognised this and is formulating plans to improve the situation so that attainment in reaches the same high standards currently found in many other subjects.

Information and communication technology across the curriculum

80. Interesting and productive links are made with other subjects such as English, mathematics, science, art and history. For example, Year 1 pupils use a painting program to produce attractive pictures in the style of Mondrian linked to their work in art. In science and mathematics they create bar charts using data they have collected about such things as the eye colour of their classmates. Pupils use the Internet for research and find out about famous people such as Nelson Mandela.

HUMANITIES

81. No history lessons were observed during the inspection. One geography lesson was seen. However, work on display and in pupils' books was analysed and discussions were held with pupils and teachers. It is clear that these subjects are covered thoroughly over the school year.

82. Much of the work in **geography** is related to pupils' developing knowledge of the surrounding community. Year 1 pupils draw plans of their bedrooms and maps of their journeys to school. In Year 2 they develop their knowledge further by putting their own town and county on a map and then identify major cities in the country. They compare their own environment with a village in Kenya. An excellent range of resources, including clothing and photographs stimulate the pupils' curiosity, especially when they try to deduce the purposes of various artefacts.

83. Pupils learn about a range of important events and people in **history**. Early understanding is developed well when pupils draw timelines of their own development from infancy. They compare old fire engines with those of today to get a sense of how things change over time. They learn about Florence Nightingale, the Great Fire of London and Samuel Pepys to understand life in the past.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a broad view of different religious faiths.
- Pupils' personal development is fostered effectively through lessons in the subject.

Commentary

84. Pupils reach standards which are above the expectations of the locally agreed syllabus. These standards have been maintained since the last inspection. The pupils develop a secure knowledge of different religious faiths and practices through weekly lessons and assemblies. Year 1 pupils talk enthusiastically about their knowledge of Buddhism. They also have good knowledge of Christianity, gained through visits to the local church and regular visits and talks from the minister. Year 2 pupils extend their understanding by writing prayers and by reflecting on the importance of events such as Remembrance Sunday. They consider how their own families have been affected by the two World Wars.

85. Teaching and learning are satisfactory. Curriculum plans cover the locally agreed syllabus and there is a sound range of resources and books to support teachers' own subject knowledge and to help them present their lessons successfully. Teachers are sensitive to pupils' ideas and always give them time to offer their views and opinions. Occasionally however, opportunities are missed to encourage pupils to reflect more deeply about the religious stories they hear. Pupils are capable of making comparisons between religious faiths and practices and sometimes the teaching does not extend this ability far enough.

86. Leadership is satisfactory. Useful links have been forged with the local church and further links are being developed with other religious faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in design and technology or music. Two lessons were seen in physical education and two in art and design during the inspection.

Art and design

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

Main strengths and weaknesses

- Pupils achieve standards which are well above national expectations.
- The wide range of media and techniques used, contribute to very good development of skills.
- Focused and knowledgeable teaching contributes to high standards.
- Pupils are very positive, enthusiastic and confident learners.

Commentary

87. Standards in art and design are well above national expectations. This is because of the good quality of teaching in the subject. In a Year 2 lesson, the teacher's effective subject knowledge and use of questioning, explanation and demonstration enabled pupils to make complex comparisons of Lowry and Monet paintings. They were able to justify their feelings about the pictures and spoke confidently about techniques the artists had used. Pupils' knowledge of Lowry's work was extended very successfully through experimenting with charcoal and chalk when trying to make their own pictures.

88. Observational drawings are of a high standard. Pupils use pencils confidently to outline and shade in their drawings. A wide range of artistic media is used to enable pupils to experiment and create their own responses. There are good links with other subjects. Geography work on Kenya in Year 2 has resulted in pupils studying different African patterns. Observational drawings of plants are linked to a science topic.

89. Pupils are keen and enthusiastic in lessons. They were so engrossed in their tasks in a Year 1 lesson that they did not want to stop working. Successful leadership of the subject has ensured it continues to have a high profile. This has led to the high standards of work on display all around the school and to pupils' good achievement.

90. Displays of **design and technology** work such as, playground designs in Year 1 and puppets in Year 2 show that pupils have good design and making skills. Literacy skills are utilised fully in labelling designs and evaluating finished products.

91. Evidence shows that all aspects of **music** are taught over the year. In addition, pupils listen to music as they come in to assemblies. They learn about the composer and the instruments being played. They sing tunefully in daily assemblies, sometimes without accompaniment, and with obvious enthusiasm. Some pupils accompany the singing successfully on percussion instruments. Pupils also have the opportunity to sing in concerts. All the pupils in Year 2 learn to play the recorder and some reach a high standard in both playing and reading music from notation. They are taught well by their teachers and some skilled volunteers. The annual visit to an 'African Village' gives the pupils the opportunity to learn new songs and to play African drums. On their return to school they take part in a workshop with their parents and pass on the skills they have learned. The school has a good range of resources for use in lessons for composing and listening to music.

92. School plans show that **physical education** is taught to all classes in the school and all aspects are covered including games, gymnastics and dance. Physical education has a rather short allocation of time within the weekly timetable but lessons are supplemented by lunchtime and after school clubs. Pupils can learn tennis, yoga and football. There are opportunities for pupils to compete against other schools in a local tennis tournament.

PERSONAL, SOCIAL AND HEALTH EDUCATION

93. Pupils' personal development is catered for very effectively through the teaching they receive on a day to day basis and other activities. They often get the chance to work together and see the value of being a member of a team. The very good range of extracurricular clubs and activities supplement the opportunities provided in daily lessons. Through well-organised assemblies and religious education lessons, pupils learn to reflect about their feelings and actions and how these impact upon others. Science lessons cover aspects of sex and drugs abuse education effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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