

# INSPECTION REPORT

## **NEWPORT INFANT SCHOOL**

Newport, Shropshire

LEA area: Telford and Wrekin

Unique reference number: 123384

Headteacher: Mrs S Harris

Lead inspector: Barbara Crane

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> May 2005

Inspection number: 267390

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: 4 – 7  
Gender of pupils: Mixed  
Number on roll: 201

School address: Granville Avenue  
Newport  
Shropshire

Postcode: TF10 7DX

Telephone number: 01952 810549  
Fax number: 01952 810688

Appropriate authority: Governing body  
Name of chair of Mrs E Allan  
governors:

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

## **CHARACTERISTICS OF THE SCHOOL**

This is an average sized infant school, with 201 boys and girls aged between four and seven years. There are eight classes. The proportion of pupils entitled to free school meals is broadly average and the proportion of pupils with special educational needs, including those with Statements of Special Educational Need, is similar to most schools. Pupils' particular needs include physical, learning and emotional and behavioural difficulties.

Nearly all pupils come from white British families, with very few pupils from other ethnic heritage. A very small number of pupils are learning English as an additional language but the school needs no additional support for these pupils.

Attainment on entry to the Reception Year at the age of four is usually average, but the current Year 2 group was an unusual cohort and their attainment on entry to the Reception class was lower than normal for this school. There was unusually high pupil mobility in 2004, which meant that a third of Year 2 pupils did not start at the school.

The school gained a School Achievement Award in 2003 and a Healthy Schools Gold Award in 2004.



## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English, geography, history, religious education, special educational needs, English as an additional language.
14141	Ernie Marshall	Lay inspector	
32827	Jacqueline Marshall	Team inspector	Mathematics, information and communication technology, art and design, design and technology.
10144	Pamela Marriott	Team inspector	Science, music, physical education and areas of learning in the Foundation Stage.

The inspection contractor was:

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>27</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school.** Very good leadership and management put pupils at the centre of the school's work and there is a very strong partnership with parents. Achievement is very good and because of this standards are above average. Very effective teaching makes the most of a vibrant curriculum. The school provides very good value for money.

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

- Outstanding leadership by the headteacher underpins the school's drive to raise standards and nurture pupils' development as individuals.
- Pupils of all abilities do very well in nearly all aspects of their work because teaching uses assessments very precisely to plan work that meets their needs.
- The exciting and very well planned curriculum means that pupils want to learn.
- Pupils' personal development is very good; they thrive in a caring atmosphere in which all are included.
- Parents have a high level of confidence in the staff and are very well involved in their children's learning.
- A few pupils should be doing even better in reading.

There has been very good improvement since the previous inspection in 1999. Standards, teaching, leadership and management and the curriculum have all improved. The issue from the last report about improving the effectiveness of management of key staff has been fully resolved.

### STANDARDS ACHIEVED

**Pupils' achievement is very good.** The trend in Year 2 pupils' performance in tests and assessments is better than the national rate of improvement. This school does better than schools in similar circumstances.

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

*Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils of all abilities, including those with special educational needs, make rapid progress. Pupils who are learning English as an additional language do very well. Reception children get off to a very good start and most are likely to exceed the targets set for their age in all areas of learning by Year 1. This very good progress continues in Years 1 and 2 and standards are above average in Year 2 in mathematics and science, with particular strengths in investigative work and problem solving. Standards are good in information and communication technology (ICT), religious education, history and geography. Standards in writing and art and design are well above average. Standards in reading are above average and pupils' achievement is good, but there are a few average and lower attaining pupils who should be doing even better.



**Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Behaviour and attitudes to learning are very good and pupils get on very well together, joining in activities enthusiastically and making the most of what the school offers them. Pupils enjoy their responsibilities for helping around the school, such as acting as 'Playground Pals'. The courtesy and respect that they show for others reflect the very good example set by the staff. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality education provided by the school is very good, as is the teaching.** Classrooms are exciting places where pupils can discover for themselves and use their ideas. There are high expectations of behaviour and hard work, to which pupils respond very well. Relationships are very good and so pupils work extremely hard and want to please the staff. In nearly all areas, checks on pupils' learning are very well used to pinpoint exactly what all abilities of pupils need to work on next. Pupils know what to aim for and as a result, they make very good progress. Even so, there are a few occasions when teaching does not fully challenge a small number of lower and average attainers in reading. Teaching assistants provide very effective support, particularly for pupils with special educational needs. Homework is very well organised and pupils enjoy doing it. Very good learning opportunities in a variety of topics cut across all subjects and link learning well. This means that pupils understand the relevance of what they are doing and learn to apply their knowledge in different situations. They extend their skills in ICT, literacy and numeracy very well in other subjects. The curriculum is enriched through a very wide range of visits and visitors, as well as activities outside normal lessons. Provision for personal, social and health education is very good. The school gives pupils the right support, advice and guidance and takes very good care of them. There is a very good partnership with parents that supports children's learning at home and school. There are good links with other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher provides excellent leadership that has led to very good improvement and a high performing staff team. Her influence is seen in all aspects of the school's work and is very well reflected in the school's passion to include all pupils so that they can grow as well-rounded individuals. The headteacher ensures that the staff's skills in promoting both pupils' achievement and their personal development are supported by very well planned professional development. The staff work hard, with a clear vision of priorities and of how to achieve targets. This is because of the meticulous checks that are made to see if pupils are doing well enough. Subject managers look closely at pupils' progress through looking at data, sampling work and talking to pupils, as well as by observing teaching. Findings are analysed to see how improvements can be made and then translated into plans for the future that are carried through. Through these very good checks, the school has recognised that a few pupils should be doing better in reading and this is the priority in the school's planning for improvement. Key staff set a very good example in teaching. The governance of the school is very good and all statutory requirements are met. Governors have a very good understanding of the school's priorities and how successfully work is going to meet targets. This is because they keep in close touch with the school, check for themselves and ask the right questions. They make sure that money is spent wisely to support priorities for improvement and to promote inclusion.

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

Parents' views are very supportive and show confidence in the school's work. They have a high regard for way that the school helps children to grow in maturity and do their best. Pupils' views are equally positive and they feel that they can influence what happens because they are very well consulted about the school's work and future.

#### **IMPROVEMENTS NEEDED**

Improve the achievement of the few average and lower attaining pupils in reading.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is very good in all parts of the school. Standards are above average by the end of Year 2.

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

- Reception children get a very good start to their education.
- Standards are well above average in writing and art and design and pupils' achievement is very good.
- Pupils achieve extremely well in investigative work and in solving problems in mathematics and science.
- Pupils with special educational needs make very good progress because of very effective support.
- A few lower and average attaining pupils do not always make the best possible progress in reading.

#### **Commentary**

1. There has been very good improvement since the last inspection because the school's management has ensured that the right things have been worked on. As a result, pupils' speaking, writing and skills of investigating and solving problems have all improved.
2. Pupils' achievement is very good in all year groups. This leads to standards that are above average. The Year 2 pupils' performance in tests and assessments shows a better rate of improvement over time than the national picture. This school does better than schools in similar circumstances.

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

Standards in:	School results	National results
Reading	16.6 (16.5)	15.8 (15.7)
Writing	15.7 (15.4)	14.6 (14.6)
Mathematics	17.2 (16.8)	16.2 (16.3)

*There were 79 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils of all abilities make rapid progress because they get what they need to succeed. This is because pupils' individual requirements are closely identified and very well supported. Boys and girls achieve equally because teaching takes very good account of different learning styles. Pupils who are learning English as an additional language do very well because of sensitive support in teaching. Pupils with special educational needs make very good progress towards the targets that are set out in their individual education plans.
4. Reception children get off to a very good start and most are likely to exceed the goals set for their age in all areas of learning by Year 1. Children's different needs are quickly

recognised and provided for and so all make rapid progress in acquiring skills in communication, language, literacy and numeracy, as well as in developing very well personally, socially and emotionally.

5. Standards are above average in Year 2 in mathematics and science, with particular strengths in investigative work and problem solving. This is because teaching emphasises these aspects very successfully and pupils have plenty of opportunities to think about different ways of doing things and trying out their own ideas. Consequently, pupils approach work confidently, knowing that they have a range of skills and options to put into operation in finding answers or explanations. Their good speaking skills play a great part in enabling them to talk about their ideas and findings.
6. Standards in writing and art and design are well above average. Pupils write confidently, fluently and accurately and do so in every subject because teaching plans very well to enable them to practise and extend their skills in relevant situations. In art and design, pupils' understanding of how artists go about creating an atmosphere through using colour and composition is very well advanced. They display a mature understanding of how to interpret images, as well as creating them.
7. Standards in reading are above average and pupils have a good understanding of what they read. More able pupils achieve very well and read expressively, anticipating changes in emphasis and tone by picking up cues from punctuation. Even though most pupils' achievement in reading is good, overall, it does not match their very rapid progress in writing. This is because there are times when a few average and lower attaining pupils are not always challenged as well as they could be to achieve their very best.
8. Standards are above average in ICT and pupils use what they know very effectively to support their learning in everyday situations. Standards in religious education, history and geography are above average.

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

Pupils' attitudes and behaviour are very good. Their personal development, including their spiritual, moral, social and cultural development, is very good. Punctuality and attendance are good.

### **Main strengths and weaknesses**

- Reception children get a very good start in establishing good work habits and attitudes to work.
- Pupils enjoy school and are proud of their work and contributions to the school's daily life.
- Pupils reflect the very good example set by adults and so relationships are warm and supportive.

### **Commentary**

9. There has been very good improvement since the previous inspection. Pupils have more opportunities to take on responsibility and their spiritual development is better supported than previously. The school's friendly, relaxed atmosphere provides pupils with a sense of security and they know that adults are always at hand to offer help. All

staff set a very good example of courtesy and respect for others that pupils reflect very closely.

10. Very good attitudes build from children’s time in Reception, where they quickly grasp that adults care about them and value each individual. Sharing and friendly support for others, as well as sensible behaviour, are firmly established principles for the youngest children. Hard work is the norm and children get on with it because they are interested and actively involved in investigations and observations.
  
11. Behaviour is very good and pupils enjoy coming to school and being together. Pupils’ social and moral development is very good. Pupils of all ages have a very good understanding of the benefits of being self-reliant and also of helping each other. At the end of playtime, for example, those with jobs to do, such as tidying away play equipment, do so cheerfully and responsibly. The ‘Playground Pals’ system works very well, and pupils talk about times when classmates with this responsibility have helped them to overcome problems. When pupils work with computers and other ICT equipment, they spontaneously help those experiencing difficulty. They genuinely celebrate each other’s successes, as in an assembly that rewarded effort and achievement, when those sitting near them quietly congratulated pupils as they returned to their places. There were two fixed-term exclusions last year, resulting from unacceptable behaviour; re-integration was swift and carefully supported. Pupils whose self-esteem and confidence needs boosting get very effective support through the nurture group, where activities sensitively nurture these qualities, allowing pupils to blossom.
  
12. Pupils’ spiritual development is very good. They talk about their feelings and experiences confidently, because they know others will listen to them. Very well planned assemblies, as well as religious education lessons, provide very good opportunities for pupils to reflect on what is important to them. Pupils develop a very good awareness of different cultures, particularly through work in art and design, geography and religious education. They show a high level of interest in learning about how people live in different ways and what they believe in because of the stimulating way in which learning is introduced. In an assembly, for example, the clothing worn at a Sikh wedding ceremony fascinated pupils.

## Attendance

Pupils’ attendance and punctuality are good, indicating their enjoyment of school life. Pupils come to school eager to learn and to be with friends.

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

Authorised absence		Unauthorised absence	
School data	4.5	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.*

### **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
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White – British	185	2	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	3	0	0
Asian or Asian British – Indian	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	9	0	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 quality of education is very good. A very stimulating curriculum motivates pupils to learn. Teaching and learning are very good and meet the needs of different groups of pupils very well. Pupils are very well cared for and the school has very good links with parents.

### Teaching and learning

Teaching, learning and assessment are very good throughout the school.

### Main strengths and weaknesses

- High quality teaching is very successfully supported through effective professional development.
- Assessments are used very effectively to set precise and challenging targets in nearly all aspects of pupils' work, but a few average and lower attaining pupils do not always get exactly what they need to help them improve their reading.
- Teaching assistants provide very good support for pupils with particular needs.
- Teaching in the Foundation Stage lays a firm base of essential skills.
- Teaching enthuses pupils and provides them with a good vocabulary so that pupils are keen to learn and can talk about their ideas.

### Commentary

13. Teaching is very good. All lessons seen during the inspection were good or better. There has been very good improvement in teaching since the previous inspection because of management's emphasis on identifying and supporting professional development. This is based on checks on what works well and where improvement is needed and underpins the very good quality of teaching throughout the school. Good examples are the very effective work to ensure that teaching provides support for writing, using ICT in everyday situations and extending pupils' ability to use their ideas.

#### *Summary of teaching observed during the inspection in 28 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4	12	12	0	0	0	0

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

14. Assessments are well planned as part of everyday routine and the information gained is used very effectively, in almost all cases, to set challenging targets that are closely supported in teaching. Teachers know where pupils are in their learning and plan the

next steps clearly. Pupils know what they are aiming for and respond very well to teachers' high expectations. This very effectively supports pupils' progress in writing and mathematics. In reading, there is a particularly good level of challenge, drawn from assessments, for higher attaining pupils, but there are some occasions when there is a lack of challenge for a few average and lower attaining pupils in reading that prevents them from achieving their very best.

15. A very good range of teaching strategies is used to engage and enthuse pupils, with teachers planning a variety of activities to support pupils' different learning styles and to include boys and girls. Teaching assistants play a very effective part in the team because they work closely with teachers and know exactly what to do to support pupils with special educational needs. Support for pupils in the nurture group is very well planned to raise pupils' self-confidence and social skills.
16. Teaching in the Foundation Stage is very good because it builds children's basic skills in literacy and numeracy in an imaginative way and so fosters enjoyment in learning. Children's personal, social and emotional development is very well supported and so children develop good work habits and try hard. Children respond very positively to adults' praise for their effort and achievement. Teaching achieves a good balance between enabling children to gain skills through exciting activities and in using these independently when children choose what they do.
17. Calm classrooms, in which pupils listen to adults and each other carefully, are the reward for adults' high expectations of pupils' behaviour. Teaching places a very good emphasis on pupils talking about their ideas and pupils do this very readily because they know that others will listen to them. They have a very good vocabulary because of the model provided in teaching.

## **The curriculum**

The curriculum is very good and all pupils are fully included. There is very good enrichment through thoughtful planning. The accommodation and resources are good.

### **Main strengths and weaknesses**

- The connections between subjects, and the very good planning, link pupils' learning and bring the curriculum alive.
- The accommodation is bright and stimulating and resources are of a good quality and are used well.
- Personal, social and health education is very well planned.
- Provision for pupils with special educational needs is very good.

## **Commentary**

18. The school provides everything that it should for all ages of pupils and the curriculum is very well managed so that pupils' learning benefits from what is offered. There has been very good improvement since the last inspection. There has been particularly good improvement in planning for investigation and enquiry skills in science and mathematics. Very many 'first hand' experiences help bring the curriculum to life, making learning relevant and often exciting for pupils. Visits, such as the field trip to Granville Park, taking part in the local carnival and the Road Safety walk, visitors such as musicians and theatre groups as well as an artist in residence, enrich pupils' experiences very well. Well-led and popular clubs in sport and French help to develop important skills. There is very good planning to help pupils develop a strong

understanding of the need to keep safe and fit and to develop a healthy lifestyle. Work includes sex education and awareness of the dangers of misuse of drugs. The school has worked diligently to achieve its Gold Award for Healthy Schools. The emphasis on healthy living permeates every part of the school day, from lessons to playtimes to lunchtime.

19. The curriculum meets the needs of different groups of pupils very well in almost all respects. The needs of the more able pupils are catered for very effectively through adaptations to planning. The provision for pupils with special educational needs is very good, firmly based on the assessment of their needs. These pupils make very good progress towards the targets set for them because of the carefully focused teaching. Teaching assistants are very well trained and involved in planning so that they know how to support pupils' learning very effectively in lessons.
20. The curriculum is evaluated regularly and systematically to assess its effect on pupils' learning. There is some outstanding practice in curriculum planning that supports very high quality teaching and learning:

The school's thematic approach to planning is very successful and is a major factor in promoting pupils' enjoyment and their very good achievement. The way in which pupils' learning is made relevant through linking together subjects means that they see the connections and use what they know and can do very successfully in new situations. Work on the theme of 'Our Wonderful Earth' in Year 2, for example, is planned to encompass learning across the whole spectrum of subjects and the links are made so naturally that, when pupils talk about their work, they comfortably explain how they transfer knowledge and skills. They talk, for example, about blending colours in an art and design session to create the right texture for drawings of a log that they studied as a habitat for mini-beasts in science. Pupils know that protecting natural environments is important from their work in personal, social and health education and that the natural world is a source of wonder that has special significance because of the Creation stories from different religions. Planning includes relevant aspects of literacy, numeracy and ICT in virtually all lessons, so that pupils put into practice what they have just learned in a relevant situation. In all parts of the school there is a particular emphasis on developing pupils' creativity and thinking skills and this helps boost pupils' confidence and self-esteem.

21. All subjects have a good range of resources that is used well to enhance and enrich pupils' learning. The library is very well stocked and pupils know how to use it. ICT is used very well to enhance all subjects in the curriculum and computers in classrooms ensure that pupils have access to them when they need them. The bright and well cared for accommodation is inviting and plenty of stimulating displays of work capture pupils' interest and celebrate their achievements. Pupils have plenty of room for practical activities in classrooms and, outside, the outdoor learning area for the Foundation Stage is very well equipped and used imaginatively.

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

The school's arrangements for safeguarding pupils' care, welfare and safety are very good. Support, advice and guidance for pupils are very good. The school seeks pupils' views and opinions very effectively and acts upon them to bring about school improvement.

### **Main strengths and weaknesses**

- Very effective relationships mean that pupils readily turn to adults if they face a problem.
- Very careful attention to health, safety and care issues ensures that pupils can work and play in a safe environment.
- Effective induction arrangements ensure that Reception children settle in quickly.
- Frequent consultation with pupils ensures that their views are heard and acted upon.



## **Commentary**

22. This is a very caring school. Teachers know the pupils as individuals very well and respond sensitively to their needs. This caring attitude creates strong relationships and trust between pupils and staff and so pupils have confidence to approach adults for help and advice if they are worried or concerned. Teachers' careful monitoring of the pupils' work and personal development ensures they are able to provide accurate and relevant advice and guidance for pupils. Pupils with special educational needs are very well supported, and the nurture group sessions that are set up to boost confidence and social skills are a very good example of effective support.
23. The school is thorough in its approach to health and safety issues. Risk assessments, equipment checks, fire drills and health and safety inspections are regularly carried out and the governing body is fully involved. First aid arrangements are good. Staff are appropriately trained for child protection matters, including Internet security.
24. There are very good procedures for induction of children into the Reception class. Close contact with the private nursery on the school's site makes possible a very smooth transfer into full-time education. All prospective parents are invited into school to meet the headteacher and staff, and to look at the school and hear what will be offered. When full-time education starts, each child has an individual date and time for commencement to ensure they can receive individual attention and reassurance if worried. This careful planning ensures that children and parents quickly gain trust and confidence in the staff.
25. The school seeks pupils' views and opinions. Pupils are encouraged to complete questionnaires about the school and are regularly interviewed by class teachers to find out what pupils feel about lessons and what they think could be improved. Pupils' views are respected and taken into account. The school council is a valuable means of communicating views to the senior staff and governors. The council has proposed and achieved improvements such as the selection and layout of the adventure play equipment, more lunchtime play equipment, re-decoration and flowers for the toilets and the agreement of new playground rules. Pupils say that their views are valued and the school council is well regarded.

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

The school's links with parents are very good. The school has developed good links with the community, other schools and colleges.

## **Main strengths and weaknesses**

- The school's positive approach in encouraging parental involvement in their children's learning creates a strong partnership and a high level of parental satisfaction.
- The regular seeking of parents' views and opinions contributes positively to school improvement.
- Good links with other schools and the community enhance pupils' learning.

## **Commentary**

26. The school is highly regarded by parents. Staff are seen as very friendly, helpful and caring. Parents very strongly approve of the quality of the school's leadership and

management. Concerns and complaints are listened to sympathetically and help given willingly whenever possible. There are many ways in which the school gains parents' support for learning at home and at school, and all have a positive impact on pupils' learning. Parents are welcomed into classrooms each morning and consultation evenings are arranged each term. Parents know what their child is aiming for in their work, as well as what will be covered each term. Guidance on how parents can help at home is given weekly. The school provides workshops on family literacy and science topics. The school's website facility to provide parents with home/school computer links has been launched and is now being assessed. The school's co-operative approach has encouraged regular parent helpers in class and developed a very enthusiastic parent/teacher association that contributes significantly to the school funds, providing additional resources to support learning.

27. Parents are consulted each year and their views taken into account when the school improvement plan is drawn up. Parents have been consulted over the format of pupils' annual reports and the present document is based on parents' views. Environmental improvements on site have also resulted from parent's suggestions.
28. The school maintains strong links with the junior school and uses these very well for pupils' transfer arrangements. On the majority of Thursdays during the spring and summer terms, for example, the Year 2 pupils attend the junior school for the last session of the afternoon and join in activities provided. In this way, the pupils are well prepared for transfer. The school also maintains good links with other local schools. The local cluster of schools has developed joint training, and sharing of best practice takes place. The school has good relations with the adjacent secondary school and is able to use the hard and soft play areas on the secondary campus for physical education activities. Links with local colleges and universities provide opportunities for securing additional adult support in classrooms when students are given work experience placements.
29. The school makes good use of the local community for visits that stimulate pupils' interest. Visits to the sea life centre and country park are very popular. People from the community are invited into school to support topics such as those in history. The school takes part in community events such as the local carnival and floral contest. Links with local business have resulted in the provision of parasols for the playground seating and regular fresh flowers in school. A grandparent provides plants for every pupil to grow in the school grounds.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher's leadership is excellent. Key staff provide very good leadership. Management is very effective. Governance is very good.

### **Main strengths and weaknesses**

- Outstanding leadership by the headteacher has been instrumental in making sure that all pupils are included and she takes an excellent lead on tracking pupils' progress and developing systems to check and improve the quality of education.
- Teamwork is very strong. Staff are always keen to do better for the pupils and they have the skills to bring about improvement.
- Governors support the work of the headteacher and school very effectively.

### **Commentary**

30. There has been very good improvement since the previous inspection. The overriding ethos of the school is one of inclusion. This commitment to providing all pupils with opportunities to fulfil their potential in work and develop as well-rounded individuals permeates every aspect of school life. This is a direct result of the inspirational leadership and vision of the headteacher and every member of the school team shares this vision. Morale is high and the staff are cheerful and hard working. Supported very effectively by the headteacher and deputy head teacher, staff play an important part in promoting the school's success through their highly effective leadership of subjects. This is evident in the very good quality provision for the youngest children and for pupils with special educational needs and the school's very strong focus on the broader curriculum, in addition to English and mathematics. Knitting together the curriculum and challenging more able pupils have been areas for particular development since the last inspection and the school has been very successful in both. The development of the role and management skills of all subject leaders in checking on what is happening and improving teaching further so that it better supports pupils' achievement has had a major impact on pupils' enjoyment and appetite for learning.
31. Systems to check the quality of education are used extremely effectively to establish clear priorities and the headteacher has made sure that the staff have the analytical skills to identify what needs to be worked on next. Staff understand what the school is doing well, how it can improve and their role within bringing about change. Most importantly there are very good checks on the impact of any action taken and findings feed into future planning. There is meticulous tracking and checking of pupils' progress, led by the headteacher but involving all staff. As a result the school is very successful in boosting pupils' achievement. Improvements in writing, investigative work, thinking skills and ICT have all resulted from these processes.
32. Governors support the school very well and fulfil all of their statutory duties effectively. They have a very clear grasp of the strengths and weaknesses of the school because of their total involvement in the school's self-evaluation procedures. They are aware of the measures being taken to improve the school and they monitor the impact of their decisions fully. The headteacher has built a strong relationship with the governing body that allows governors to hold the school to account and has ensured that they play a full part in her vision and aspirations for the school. Governors make many informal visits to school to work alongside staff and visit lessons to observe learning at first hand. They use money wisely to support the school's priorities and to promote inclusion. The investment in creating a nurture group to support pupils' social skills and boost self-confidence, for example, has paid dividends in improving pupils' achievement.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	532047	Balance from previous year	34359
Total expenditure	548351	Balance carried forward to the next	18053
Expenditure per pupil	2550		



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

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

33. The provision for children in the Foundation Stage has improved well since the last inspection and is now very good. Very good leadership and management have created a strong teaching team. Children enter the Reception classes with average skills for their age. Achievement is high and all children make very good progress. Most children attain beyond the early learning goals in all areas of learning by the end of the Reception year.
34. Teaching is very good; children are made to feel very comfortable and secure and their learning is enjoyable and fun. Teachers plan a good mixture of activities. For example, children are brought together as a class or a group with an adult and taught specific skills and given independent tasks where children make choices about what they are going to do and put their skills into practice. Assessment is very good and is used well to identify children's needs and for tracking their progress.

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

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

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

- Very good relationships between adults and children create a warm and supportive atmosphere.
- Teaching encourages children to be independent.
- Children quickly grasp the benefits of working and playing together.

#### **Commentary**

35. Children achieve very well because of the established routines, very good teaching and clear expectations of staff. They rapidly gain in confidence and feel comfortable in expressing their ideas and feelings because adults listen to them. Children know that they must listen when someone is speaking and they respect other classroom rules very well because they see the sense in these. As they work and play together, children acquire a wide range of skills and begin to take responsibility for their own actions. Adults spend time talking to children if they make the wrong choices and sensitively explain how others are affected. The very strong relationships mean that children happily take account of adult's guidance. Children develop initiative and independence in selecting resources, tidying away and making choices in their work because they have many opportunities to do so. They realise that working and playing together makes life more enjoyable and they readily help each other because of adults' good example. All adults, who match work carefully to extend skills, support very well children with special educational needs. Most children are well on track to exceed the goals set for them in this area of learning by the time they start Year 1.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

## **Main strengths and weaknesses**

- Very skilful teaching develops children's speaking and listening skills very effectively.
- Writing skills are developed very effectively.
- A few opportunities are missed to support children's reading skills.

## Commentary

36. Teaching and learning are very good so children achieve very well and most are on course to exceed the early learning goals set for them by the end of the Reception Year. Teaching of such good quality means that even the youngest children begin to offer contributions to discussions or during play. In almost every activity teachers ask questions and continually introduce new vocabulary. Staff encourage children to speak clearly and employ their own very good use of language to help children to broaden their sentence structures when they take on parts in role-play. There is a good range of books for children to enjoy and share with others and with adults. Consequently, children learn to enjoy books and handle them with care. There are just a few times, however, when teaching misses opportunities to better support children's reading skills by encouraging and motivating them to read the 'big book ' together, when they read together as a class. Writing skills are taught carefully and systematically so that children learn to form letters correctly. Writing skills progress very well because of very effective use of assessment to set individual targets for children to achieve. Children often write in their play activities; as a result, by the end of the Reception year, most can write simple sentences without help.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Teaching provides a very wide range of experiences to develop and strengthen children's knowledge of number and shape.
- Children quickly learn to use mathematical vocabulary.

## Commentary

37. Very good teaching develops children's interest in numbers and all abilities achieve very well. Most children are on course to exceed the early learning goals set for them in this area of learning. They gain a good understanding of number, pattern and shape through counting objects and working with the large shapes. A strong feature of teaching is the daily focus on counting as part of everyday routine that develops children's sense of number sequences. Counting on the number line with the ladybird finger puppet ensures that learning is fun whilst reinforcing the sequence of numbers to 10. Investigation is used very well to support and develop number skills and more able children are very well challenged. Assessment is used very well to support learning by matching work to different abilities and this ensures that all groups of children make very good progress and extend and develop their numeracy. Teachers use every opportunity to reinforce mathematical language by planning imaginative practical activities using sand and water alongside stories and songs. Teachers make good use of computers to promote children's mathematical development, using programs for identifying numbers, shapes and sequences.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children's learning is exciting because of discovery through first-hand experiences.
- ICT is used well to support children's learning.

### **Commentary**

38. Children quickly widen their knowledge and understanding of the world because of the very good teaching that ensures that they learn through first-hand experiences. As a result all children achieve very well and are on course to exceed the expectations for their age by the start of Year 1. They are encouraged to appreciate healthy living and in one session excitedly prepared food that they ate together in a picnic. Teachers emphasise the importance of safety and hygiene when preparing food. Teaching built very well on previous work, where children had designed their own pizzas, making their own choices over ingredients. Children learn to closely observe the growth of plants and find out what they need to grow and to test the properties of different materials. Their curiosity is very well harnessed as they investigate the interactive classroom displays involving equipment such as hand lenses, that encourage them to use their senses to find out about the world. Computers are readily available and used regularly by children, and their keyboard skills and mouse control develop well through frequent practice.

### **PHYSICAL DEVELOPMENT**

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

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

- Good use is made of the indoor and outdoor learning areas to enable children to move with confidence and show a good awareness of space.
- Children's manipulative skills for handling tools are developed well through teaching.

### **Commentary**

39. Children achieve very well in this area of learning because of the very good teaching and so most are on course to exceed the early learning goals by the time they leave the Reception year. Teaching ensures that children have plenty of opportunities to cut different things using different tools and to join these in different ways. Control over paintbrushes, pencils and other tools, develops well through good guidance and coaching by adults. Outside in their play area, children learn to co-ordinate their movement and to follow instructions through well-planned activities and warm encouragement. In addition teaching ensures that children play imaginatively and explore space using their own ideas.

### **CREATIVE DEVELOPMENT**

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

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

- Teachers plan and create role-play areas where children enjoy acting out parts.
- A wide range of creative activities is available for children to explore and an individual response is encouraged.



## Commentary

40. The lively and exciting activities capture children's interest and so they make very good progress in imaginative work and play. Teaching and learning are very good and teachers put a great deal of emphasis on developing children's individual creativity. Most children exceed the expectations for their age by the time they start in Year 1 and they achieve very well. Children enjoy a wide range of art and design activities, such as painting, collage and working with malleable materials and they are encouraged to use their own ideas. Teachers expect children to look very carefully at anything they are trying to draw; for example, children used their observational skills very effectively to design their pizza topping. Children are surrounded by very good displays of their work, and the use of colour and different materials stimulates them to produce high quality painting and collage work. They engage in imaginative play in which they take on different roles, for example in the 'Garden Centre'. The selection of herbs promotes sensory learning very well and children know that they smell differently. Adults support learning very well as children buy and sell plants, place orders using the telephone and keyboard, and write lists.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision for English is **very good**.

#### Main strengths and weaknesses

- Teaching is enthusiastic and very well adapted to engage pupils' interest.
- Pupils of all abilities achieve very well in writing and speaking; nearly all pupils achieve very well in reading but a few lower attaining and average pupils could be doing even better.
- Very good support for pupils with special educational needs means that these pupils make rapid progress.
- Writing, reading and speaking are developed very well across the curriculum.
- Very good leadership and management have supported very good improvement.

## Commentary

41. There has been very good improvement since the last inspection because the right things have been worked upon due to the very effective leadership and management of the subject. As a result, standards have risen and pupils' achievement is very good. Writing is the outstanding strength in pupils' achievement. This area reflects the school's major focus for improvement in recent years. Standards are well above average in writing and above average in speaking and listening and reading. The very few pupils who are learning English as an additional language receive sensitive and well-planned support and so make very good progress.

42. Teaching is very good and there is a very firm grasp of how to adapt the National Strategy for Literacy to best exploit pupils' learning. Homework is very well organised and teachers ensure that parents know how to help their children. A wide variety of activities that are short, well focused and lively capture pupils' interest in lessons. Teaching makes particularly good use of ICT to engage pupils, both in using interactive whiteboards and in word processing work in different formats. Teaching in writing aims very high and assessment is thorough and accurately used to set out the next steps.

Through the challenging targets that are set, pupils know exactly what they need to do to improve their writing. Pupils write confidently because they have been taught the skills very well and class discussion stimulates their ideas so that they know what they want to write. Speaking develops very well because teaching provides a broad vocabulary, models extended language very well and gives pupils plenty of opportunity to talk about their ideas. This was demonstrated very well in an excellent lesson with Year 2 pupils, in which they took turns to take on the role of an artist, who they had previously studied, and answered questions from classmates.

43. In reading, there is usually a very good level of challenge for higher attaining pupils because of the clarity with which the next steps are set out for these pupils to bring about improvement. Teaching does not always, however, make such precise use of assessment to pinpoint what lower and average attaining pupils need to do to improve at a good rate in, for example, extending skills in interpreting from the text or considering how punctuation gives clues about varying the tone of voice in reading aloud. Teaching in guided reading sessions, for example, misses some opportunities to record and follow up areas for improvement. As a result, although these pupils make overall good progress in reading, a few could be doing even better. Through the very good checks made on pupils' current performance and teaching and learning, the subject manager has identified the need to improve achievement for some lower and average attaining pupils in reading. This is a priority in the school's current planning for improvement.
44. There is very good support for pupils with special needs. Teaching assistants know exactly how to support pupils in lessons, because there is a high level of communication between them and the teachers about what pupils have learned in lessons and what needs to be worked on next. When pupils are taught in small groups outside the classroom, there is equally high quality support, with a clear focus on developing the skills identified in personal learning targets. Pupils make very good progress as a result.
45. Leadership and management are very good. The subject manager sets a very good example in teaching and has ensured that the checks made on pupils' achievement are very well used to bring about improvement.

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

46. There is very good use of language and literacy across the curriculum because teaching plans for these aspects very carefully to optimise opportunities for pupils to use and extend skills. For example, teaching places a high emphasis on developing pupils' vocabulary and then giving them plenty of opportunities to use it in discussion. Pupils quickly find information, either from books or from the Internet, to support their work in other subjects such as science, art and design and history. They adapt their writing to produce accounts, lists or descriptions, often word processing their work. In science, the pupils often decide for themselves how to record their findings and do so very well.

### **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well in solving problems because teaching and learning are very good.
- Very good assessment is used to plan the next steps in pupils' learning.
- High quality homework helps parents to support their children's learning at home.
- Leadership and management are very good and lie behind the very good improvement since the last inspection.

## **Commentary**

47. There has been very good improvement since the previous inspection. Achievement in Years 1 and 2 is very good due to consistently very effective teaching. The school's consideration for the needs of every individual pupil, through the careful attention given to matching work to pupils' different needs, ensures that all pupils make very good progress in relation to their ability. Very effective systems are in place, enabling staff to regularly check that pupils' progress is consistent and to provide additional support for pupils if needed. Standards in the current Year 2 are above the national expectations.
48. Teaching and learning are very good. Pupils get a very good grounding in calculation and investigative mathematics because of the recent whole-school focus on these areas. They are provided with many opportunities to talk about how they have worked out an answer and use what they have learnt to solve problems. In a very effective Year 2 lesson, pupils were encouraged to develop their knowledge and understanding of number through money. Skilful questioning and modelling of the different strategies, by both class teacher and teaching assistant, ensured all pupils participated enthusiastically and were able to use these in solving problems. Targets for improvement, both individual and for each year group, are shared with pupils and parents so that everyone knows what needs to be worked on next. The highly effective homework system is another way the school ensures pupils are continuing to develop their mathematical understanding at home, as well as in school. Parents are given very effective guidance to help with their children's learning.
49. Classes are very well managed during lessons and teaching assistants support pupils with special educational needs very effectively. As a result, these pupils achieve very well. Much of the learning throughout the school is very practically based, providing lots of opportunities for pupils to reinforce their understanding of a new idea in many different ways. ICT is used very well both by the class teachers to model new ideas and also by pupils to consolidate and extend their learning during lessons.
50. Leadership and management of mathematics are very effective. Regular monitoring of both teaching and learning is very well established through lesson observations, looking at pupils' work and talking to pupils and this is a significant improvement in the provision for mathematics since the last inspection. This rigorous checking of pupils' performance and progress has ensured that any areas for improvement are identified effectively and action taken, whether it is developing the investigative element in mathematics, a new calculation policy or extending opportunities to challenge and extend more able pupils. The subject leader has created a very detailed action plan to further develop and improve teaching of mathematics throughout the school and ensure the current very high quality of pupils' learning.

## **Mathematics across the curriculum**

51. The use of mathematics in other subjects is very well promoted through teachers' planning. For example, pupils accurately measure different areas of the school as part

of their geography work, use Venn diagrams to sort materials in science and create timelines as part of their work in history.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils acquire a good range of enquiry skills and build a broad base of knowledge in all aspects of the subject.
- Teachers plan very good links with other subjects.
- Pupils decide how to record their findings in their own way.
- The right things are worked on to improve standards further because of very good leadership and management.

### **Commentary**

52. Standards have improved well since the last inspection. Standards in the current Year 2 are above those expected for pupils aged seven. From a lower than average starting point, these pupils have made very good progress and their achievement is high. This is a result of strong leadership and management of the subject that ensure a broad curriculum and high expectations in teaching.
53. Teaching and learning are very good. Topics are covered in good depth and are woven into other aspects of pupils' work so that their learning is very secure. In Year 1 work about 'Growing Things', children have planted different flower seeds and herbs, which links very well into learning about senses in science, and with screen printing, observational drawing and painting of different flowers in their art and design work. Writing skills are used very well to record pupils' work and it is well presented, with pupils deciding how best to record their work.
54. Teachers provide pupils with many opportunities for practical exploration in lessons, reflecting the school's current focus on further improving pupils' investigational skills. Activities are well planned and structured so that pupils build on their knowledge and skills at a very good rate. This approach has a very positive effect on pupils' attitudes to science, which further enhances their performance. Pupils are highly motivated, work hard and show their enthusiasm for learning new things. Pupils' scientific thinking develops well. This is evident in Year 2 pupils' work on growing cress seeds, where pupils recorded their predictions and gave reasons why they thought things would happen if different conditions were applied, drawing on their previous knowledge, experience and observations. The good literacy and numeracy skills that many pupils develop are used well in science. Pupils write up investigations carefully and include detailed drawings that are labelled accurately. Graphs and charts are also used well to represent findings.
55. ICT is used very well and teachers use the interactive whiteboards skilfully; pupils are becoming very confident in their use which was demonstrated in a Year 2 lesson when pupils found a snail amongst leaves they were putting into a plant pot in which to grow their cress seeds. After showing the teacher what they had found, she suggested they look at it under the microscope; pupils were able to minimise the screen, load the microscope program, film through the microscope and open their mini-video as the snail crept across the interactive whiteboard screen.

56. Teachers stress the correct use of scientific terms when pupils talk about their ideas. A good example of this was when pupils were exploring the different conditions in which they were going to grow their cress seeds; they were asked to predict what would happen if for example cress was watered with different liquids. Pupils understood the meaning of a 'fair test' and discussed with each other in their group how much liquid they were going to give the seeds each day. The quality of adults' questioning is very good and stretches pupils' thinking skills very well.
57. The leadership and management of the subject are very good. The co-ordinator leads by example and has ensured that standards have risen through effective planning and checks on provision. She has a very clear vision of what is required to raise standards even further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Very effective use is made of ICT across the curriculum.
- Pupils have positive attitudes towards learning because they enjoy their work.
- Very effective subject leadership and management have led to some very good improvements since the last inspection.
- ICT resources are good and are well used.

### **Commentary**

58. There has been very good improvement since the last inspection, when standards overall were average and below average in control and modelling. Standards are now above average in all aspects of the ICT curriculum throughout the school. This is because pupils are benefiting from staff training, better resources and the school's very strong focus on planning across the curriculum. Pupils' achievement is very good because the right things have been worked on to support their learning.
59. The quality of teaching has improved considerably since the last report and is now very effective. Teachers demonstrate very good subject knowledge and plan lessons that both interest and engage the pupils. Pupils build on their skills very effectively and regular checks by teachers mean they know how well each pupil is doing. These checks have also allowed the subject leader to adapt the work planned for pupils, ensuring it is well matched and extending their learning at the correct level. Pupils are highly motivated and talk with confidence and enthusiasm about their learning. Year 2 pupils confidently showed inspectors how to use their digital microscope during the inspection. They were able to project images of different insects from their science display onto the interactive whiteboard and replay a video clip of a snail that they had made earlier that day. ICT is seen by staff and pupils alike as a tool to enhance learning in other subjects rather than as a subject that stands alone. This approach is very successful in making learning exciting and relevant and is a key feature in pupils' very good achievement.
60. Leadership and management are very good. Resources are constantly updated and the relatively new interactive whiteboards have already made a very positive contribution to teaching and learning. The subject leader has rightly identified the need

to network the current ICT suite to make it a more effective teaching tool and plans are in hand. Very good links with both the ICT governor and the local education authority are being used to further develop ICT provision and are supporting the current development of an e-learning community within the school. All these factors have had a significant impact on pupils' achievement.

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

61. Opportunities to use ICT in all subjects are extremely well planned and make a very good contribution to pupils' achievement. Computers, digital cameras and microscopes and other ICT equipment were used in art and design, science and many other lessons observed during the inspection. Learning in other subjects is increasingly enhanced by teachers' effective use of classroom interactive whiteboards and in an English lesson during the inspection its use was outstanding. By 'dragging' the words from a speech bubble to become part of ordinary writing, the teacher was able to enhance pupils' understanding of speech marks extremely effectively.

### **HUMANITIES**

62. No lessons were seen in **history** or **geography** and so no judgement can be made on teaching, but it was evident, from looking at pupils' previous work and talking to them, that standards are above average in both subjects and that pupils' achievement is very good. This is because of the breadth and depth of pupils' knowledge in both subjects. These are very well promoted through varied and interesting work that engages pupils' interest and probes their thinking. There are very good links with other subjects and pupils use their skills in literacy and numeracy very effectively. In history, for example, Year 2 pupils' very good understanding of how life has changed from Victorian times was supported by role-play during a visit to Shugborough Hall. Pupils wrote advertisements for domestic servants, following the visit, that encapsulated what they had learned about working times and conditions, as well as expectations of conduct. They used ICT to create graphs to show which of the Victorian toys they had seen were the most popular with classmates. The analysis of different materials used in Victorian and modern kitchen items supported their understanding of fitness for purpose in science. Pupils' thinking is probed very well, as when they wrote about their ideas as to why trouble started between Guy Fawkes and King James.
63. In geography, pupils' learning about mapping skills, landscape, transport and how occupations vary according to location was very well supported through a themed day around a child living on an island in Scotland. Pupils gained a very good understanding of their local area from a bus journey in the locality. Their use of geographical vocabulary when they talked about the features of their locality that might have to change if the population expanded was very good and demonstrated a high level of understanding of the pressures of population growth on facilities and amenities.
64. Both subjects are very well led and managed, with a firm emphasis on checking pupils' attainment and ensuring that the curriculum is well planned and stimulating.

### **Religious education**

Provision for religious education is **very good**.

### **Main strengths and weaknesses**

- The work is made interesting and relevant because of very good links with other subjects.
- Pupils' experience is harnessed very well as a starting point from which teaching builds their understanding of religious education.

## Commentary

65. There has been very good improvement since the previous inspection. By the end of Year 2, pupils' attainment exceeds the expectations of the locally agreed syllabus. Pupils achieve very well. Teaching and learning are very good and there is very effective support for pupils' moral and spiritual development through the subject. Pupils gain a good understanding of different religious beliefs and practices through a very well balanced curriculum that is taught with flair and enthusiasm.
66. Teaching is lively and very well paced, with very effective support for pupils with special educational needs. Pupils in Year 2 considered what made the world special, in one session, and the starting point of reflecting on personal experience worked very well in sharpening pupils' understanding of what they valued in their lives. This meant that pupils incorporated their own ideas into prayers of thanks to God for making their lives special. Teaching explores difficult ideas well. Year 1 pupils, for example, suggest what might lie behind religious symbols such as Rangoli designs. Year 2 pupils have considered 'Who is God?' and ideas included "God isn't real at church. The Rector isn't God but he talks about God. God is a spirit, he is not a person."
67. There are very good links with other subjects, so that pupils use what they have learned previously to inform their ideas and extend their thinking. In looking at natural phenomena, for example, Year 2 pupils called to mind a painting that depicted a starry night and talked about the sense of wonder they felt when studying the images. They used what they had learned about environmental responsibility and habitats in science to inform their discussion about how to take care of the natural world. Very good links with literacy are exploited through teaching and, in one lesson, pupils were challenged to build in alliterative phrases in describing the natural world.
68. Very good leadership and management of the subject has brought about improvement in teaching through the careful checks on what is happening and pinpointing areas for development. Resources are good and used well to stimulate pupils' interest in different faiths. Local clergy visit frequently to lead assemblies that are very effectively planned to support pupils' learning.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. No lessons were observed in **design and technology** and no overall judgement on provision can be made. However, from teachers' planning and pupils' work it is evident that the work is varied in range and properly planned. Their work shows pupils achieve a good standard of finish and that they build up the skill of designing, making use of the design and then evaluating the product according to set criteria. The puppets made by Year 2 are a good example of investigating, designing and making as well as an example of high quality process, finish and individuality. Very good cross-curricular links provide pupils with real contexts for designing, such as the tractor designed for Granny Island as part of the Katie Morag day and the healthy fruit kebabs linked to the school's continual focus on promoting healthy eating.

70. Only one lesson in **music** was observed during the inspection; consequently a secure judgement about teaching, learning and provision cannot be made. Planning shows that the school follows a very good curriculum which is linked effectively to other subjects. For example, in the lesson seen children were encouraged to use their listening skills as they identified different sounds; using their mathematical skills they placed different instruments into three sets: 'high sound', 'low sound' and 'hard to say' categories were used. Good discussion helped pupils identify the instrument used and helped them to develop a musical vocabulary. In assemblies pupils sing well together with a good sense of rhythm and clear diction. Pupils sing tunefully and start and finish pieces together. They know the words of the songs and listen to the music played for them as they enter and leave the hall. They are encouraged to develop their listening skills very well and this helps them to sing at the right pitch, and to use their voices expressively and to enjoy their singing.
71. Only parts of two lessons in **physical education** were seen. Therefore, a secure judgment cannot be made about teaching and learning, standards and provision. However, planning, together with these two short observations, shows that the school provides the full curriculum for physical education and links the subject to other areas of the curriculum very effectively. For example, the school promotes a 'healthy living' ethos and teachers seek to include this into physical education activities, play times, lunchtime and after-school activities. This is helping pupils to have a developing understanding of fitness and health because they are effectively taught that being active is important. For example, children in Year 2 learn to swim successfully and all pupils are helped to recognise and describe the feeling in their bodies as they practise ball skills in readiness for Sports Day.

## **Art and design**

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

### **Main strengths and weaknesses**

- The curriculum provides very good opportunities for all pupils to experience a wide range of materials and develop a wide range of skills.
- Teaching is very good and sometimes excellent.
- Achievement is very good and attainment is well above average for most pupils throughout the school.

## **Commentary**

72. Pupils achieve very well and standards in art and design are well above average. This is because the school provides a well-planned programme of experiences that develop skills in a range of media. Pupils' spiritual development is very well enhanced through opportunities to appreciate great works of art and to express their own feelings through art. The work of pupils is very well displayed around the school and provides inspiration and encouragement to all pupils.
73. The quality of teaching and learning is very good. Teaching very effectively encourages pupils to develop their observational skills, so they look closely as they study natural objects, themselves, and the works of great artists. The Year 2 work seen during the inspection based on the work of Vincent Van Gogh was outstanding. As well as observing his painting techniques and trying to emulate his style in a range of media, pupils learnt about the painter himself. Extremely high quality links were



made to other subjects so that pupils took on the character of Van Gogh in literacy lessons and researched his life using the Internet. This approach to teaching is highly motivating and plays a significant part in the pupils' very good achievement.

74. There are many other examples of high quality work across the school and the very good leadership and management of the subject ensure that visits and visitors from around the local area further enrich the curriculum. For example, Year 2 pupils sketched local buildings as part of their history and geography work and in Year 1 pupils were shown how to screen print by a visitor from Wightwick Manor as part of their focus on the work of William Morris. Resident artists have worked alongside pupils to create several very high quality pieces of art in a variety of media, including paint, textiles and clay. The pupils are justifiably proud of their achievements and these are prominently displayed in public areas around school.

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

75. Only one lesson was seen, in which teaching was supported by a governor who built very successfully on children's previous learning about the pros and cons of keeping animals. No overall judgements are possible on teaching, but there is a very effective scheme of work that pupils say they enjoy learning from and which is well implemented through the school. Year 2 pupils, for example, very early in the year, learned what it takes to be a good listener and demonstrated these skills in role-play for classmates. Pupils demonstrate the essential attributes daily, indicating the depth of their learning. Developing a healthy lifestyle, taking responsibility and showing respect for others form an integral part of the school's daily life. The high quality of pupils' personal development is testimony to the school's effectiveness in this area of the curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</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>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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