

INSPECTION REPORT

NEWTOWN INFANT SCHOOL AND NURSERY

Chesham

LEA area: Buckinghamshire

Unique reference number: 110217

Headteacher: Mrs V Phillips

Lead inspector: Mr P Martin

Dates of inspection: 27th – 29th September 2004

Inspection number: 267393

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
Number on roll:	168
School address:	Berkhampstead Road Chesham Buckinghamshire
Postcode:	HP5 3AT
Telephone number:	01494 783713
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M. Shaw
Date of previous inspection:	9th March 1999

CHARACTERISTICS OF THE SCHOOL

- Newtown Infant School and Nursery is an average-sized infant school and nursery catering for 168 boys and girls aged three to seven.
- The majority of pupils come from a white British background.
- A significant minority of pupils come from Pakistani backgrounds, and there is a small number of pupils from other ethnic backgrounds.
- At the time of the inspection, 37 pupils, about 22 per cent, were at an early stage of learning English.
- The percentage of pupils with special educational needs, about eight per cent, is below the national average.
- The percentage of pupils having Statements of Special Educational Needs, about three per cent, is above the national average.
- The percentage of pupils who have free school meals, about 15 per cent, is similar to the national average.
- Pupils' socio-economic backgrounds are average.
- There is a wide range of attainment on entry. When children start in the nursery, their attainment is average.

- The nursery serves a wider area than the catchment area of the infant school. A number of children leave to start reception classes in other schools and, although there is still a wide range of attainment on entry to the reception class, it is average overall.
- The number of pupils leaving and joining the school at other than the usual times last year was just below average.
- The school received a 'Basic Skills Quality Mark' award in 2003.
- The acting headteacher at the time of the last inspection is now the headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23262	Mr P Martin	Lead inspector	mathematics, information and communication technology, art and design, design and technology, English as an additional language
32768	Mrs J Manfield	Lay Inspector	
20301	Mr P Isherwood	Team inspector	Foundation Stage, science, music, physical education, personal, social, and health education and citizenship, special educational needs
21090	Mr D Manuel	Team inspector	English, geography, history, religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and improving school. Pupils start school with average attainment and, through a good quality of education, all achieve well. The school is led and managed well, resulting in a good degree of improvement since the last inspection. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are good.
- Nursery provision is very good.
- Pupils achieve well and most reach above-average standards in mathematics and science. However, standards of handwriting and presentation are below average and this reflects in untidy written work.
- Pupils experience a wide range of learning activities.
- Links with the community are good and make a positive contribution to pupils' personal and academic development.
- The school looks after the pupils in its care well and encourages them to succeed in all they do.
- Teachers do not use information and communication technology enough in teaching and learning.

There has been a good degree of improvement since the last inspection. All of the key issues and minor weaknesses noted in the last report have been at least satisfactorily dealt with. The school has made good improvements in standards reached in mathematics, religious education and physical education. The quality of teaching has improved since the previous inspection.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	C	D	E
writing	D	C	E	E
mathematics	D	B	D	D

*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*

The above table does not accurately reflect the results of National Curriculum tests in 2004. No comparative data were available at the time of the inspection, when standards were better than suggested by this table.

Achievement is **good** overall. Achievement in the Foundation Stage is good. Children start the nursery with average attainment compared with children of that age and reach the expected learning goals in communication, language and literacy; mathematical understanding; knowledge and understanding of the world; creative development and physical development by the end of the reception year. They reach above average standards in personal and social development. By the end of Year 2, pupils have achieved well and reached the expected standards in speaking and listening, reading and writing, although standards of handwriting are below what they should be. Standards are above average in mathematics, science, religious education, art and physical education. Achievement and standards of attainment in information and communication technology are satisfactory although pupils do not use the technology enough in teaching and learning in other subjects. Pupils from ethnic minority backgrounds, including those who speak English as an additional language achieve as well as their classmates because of the good support they receive. Pupils with special educational needs are effectively supported and they achieve well in relation to their prior attainment.

Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Pupils are polite and enjoy being in school, resulting in good attendance and punctuality. Their good attitudes and behaviour reflect this enthusiasm.

QUALITY OF EDUCATION

The quality of education is **good**. The **good** quality of teaching and learning in the Foundation Stage and in Years 1 and 2 leads to good achievement. However, teachers do not place enough emphasis on ensuring a good quality of writing in all subjects. The school's procedures for measuring pupils' progress and using the findings for planning work are good and tasks in lessons are matched well to pupils' ability. The curriculum is good because it helps to ensure that pupils have a wide and varied range of lessons and activities outside normal lesson times. There is a very good range of visitors to the school and visits to places of educational interest. The school has good links with parents, the local community and with other schools. Provision for ensuring pupils' care, welfare, health and safety are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher leads the school well and is building an effective team of teachers and other members of staff. This results in a good ethos for learning in which pupils' education and achievement are central to the school's work. The governing body fully meets statutory requirements and offers a good level of challenge and support based on a clear understanding of the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are pleased with the school. Very few parents expressed any concerns through the questionnaire, at the pre-inspection meeting or in discussions with inspectors during the inspection. The overwhelming majority of parents said they were happy with the standards achieved and the quality of education and care provided. The inspection team supports these views. Parents rightly feel that their children make good progress. One or two parents felt that they did not get enough day-to-day information about their children's progress, but the school has good procedures for ensuring that all parents are fully informed. Pupils are happy at school and this benefits their learning.

IMPROVEMENTS NEEDED

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

- Improve standards of handwriting and neatness.
- Develop the use of information and communication technology in teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Boys and girls of all ability levels, including those with special educational needs, achieve **well** from the time they start school in the nursery to when they leave at the end of Year 2. At the end of Year 2, pupils' attainment in speaking and listening, reading and writing is **average**. Standards in mathematics and science are **above average**. Standards in religious education, physical education and art are above those expected by the end of Year 2. Pupils from different ethnic groups, including those who are at an early stage of speaking English achieve as well as their classmates.

Main strengths and weaknesses

- Pupils reach above-average standards in mathematics and science.
- The school's work on raising standards and achievement in writing is having a positive impact.
- Children in the nursery and reception get a good start to their school career.
- There have been improvements in standards in mathematics, religious education and physical education.
- All pupils' learning needs are met well.

Commentary

Foundation Stage

1. When children start in the nursery, they have a wide range of attainment although it is average overall. They achieve well in the nursery and reception classes, overall, as the result of good teaching. A significant proportion of children, including a number of higher attainers, go to other schools at the end of their time in the nursery. However, by the time those children who stay start school in Year 1, most have reached the Early Learning Goals¹ in communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. A number of children have reached standards above these in these areas. Achievement is very good in personal and social development and most pupils have reached standards that go beyond the Early Learning Goals in this area.

¹ Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. There are many goals for each area of learning. For example, in language and literacy children should be able to write their own name and other things such as labels and begin to write simple sentences.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2003²

Standards in:	School results	National results
reading	14.9 (16.2)	15.7 (15.8)
writing	13.4 (14.6)	14.6 (14.4)
mathematics	15.8 (17.4)	16.3 (16.5)

There were 46 pupils in the year group. Figures in brackets are for the previous year

2. The results of the 2003 National Curriculum tests and assessments, taken nearly 18 months before the inspection, show that standards at that time were below the national average in reading and mathematics and well below average in writing. In comparison with similar schools, standards were well below average in reading and writing and below average in mathematics. At the time of the inspection, it was not possible to make validated comparisons against national figures for the results of the 2004 tests, but early indications are that standards were close to, if not above, the average for similar schools in reading and mathematics but below average in writing. Teachers judged that the proportion of pupils reaching the expected level in science was similar to that in all schools nationally and in similar schools. Inspection judgements are that standards are above average in mathematics and science and average in speaking and listening, reading and writing. The school has been working hard to improve pupils' writing and this has had a positive impact on standards, although some pupils' work is still too untidy. Good teaching and a broad curriculum have helped to raise standards in mathematics.
3. Over the three years from 2001 to 2003, girls performed better than boys in reading and writing but similarly to boys in mathematics. No differences in standards and achievement were noted during the inspection or in a scrutiny of samples of work from last year's Year 2 classes.
4. Standards in religious education are above those expected for Year 2 pupils because of good teaching and an interesting curriculum. In art, the school has maintained the good standard of work noted at the last inspection. The school's partnership with a local sports college and the use of professional coaches has had a positive impact on teaching and learning in physical education. As a result, pupils achieve well and reach standards above those expected by the end of Year 2. Standards and achievement in other subjects, including information and communication technology, design and technology, geography, history, music and personal, social and health education are similar to those expected.
5. Pupils for whom English is an additional language, including those at an early stage of learning English, make similar good progress to their classmates. These pupils are supported well by classroom assistants, some of whom are able to speak to pupils in their own language so they can take a full part in lessons.
6. Pupils with special educational needs achieve well because teachers set work which meets their needs and ensure they receive good support within class. As a result, pupils make good progress towards targets on individual educational plans.

² Comparative results for 2004 were not available at the time of the inspection.

7. There has been a good degree of improvement since the last inspection. Although standards now are similar to those reported in English and science, they are better than they were in mathematics, religious education and physical education. Pupils with special educational needs and those with English as an additional language made satisfactory progress at that time. Their progress is now good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and attendance are **good**. Pupils' personal development, including spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- The school has high expectations and good procedures for promoting pupils' good conduct
- Pupils' behaviour, particularly their relationships with others, is good and has a positive impact on their learning.
- The school's efforts to improve attendance are successful.

Commentary

8. Pupils' good attitudes towards learning have been maintained since the last inspection and parents confirm that their children like coming to school. Staff have high expectations of how pupils should behave and approach their activities. As a result, pupils are helpful, polite and considerate towards each other and adults. In classes, pupils are keen and willing learners. They listen carefully to their teachers and work purposefully. This is a significant contribution to the quality of learning, allowing teachers and pupils to focus on the lesson objectives.
9. Behaviour in classes and around the school is good overall and very good in the Foundation Stage. Pupils know and understand the behaviour policy and the school code to 'care about each other, our school, our work'. This is reflected in the positive individual class rules, such as 'be kind and helpful' and 'listen to each other and the teacher', which pupils are involved in setting. Parents and children express positive views about pupils' behaviour and when misbehaviour does occur, it is dealt with promptly and effectively. Pupils know the consequences of unacceptable behaviour and are confident that if a problem arises, they can tell a teacher and it will be effectively resolved.
10. Pupils with special educational needs show positive attitudes to learning because they receive very good quality support and as a result gain confidence in their learning.
11. The positive approach to behaviour management helps to build pupils' self-esteem and confidence. For example, pupils receive awards such as stickers, certificates, 'star of the week' boards, assemblies and the 'Thoughtfulness Cup' which is awarded each half-term for achievements in personal development.
12. Pupils' personal development is good and parents agree that the school helps their children to become mature. Playtimes and lunchtimes are friendly, relaxed and safe. A notable feature is that boys, girls and pupils of all the different groups represented in the school play well together. Pupils are respectful of each other and of the things around them, reflecting their good moral and social development. All pupils of whatever ability, race or gender are fully included in the life and work of the school.

13. The school encourages pupils' self-awareness and understanding of the wider world, thus aiding their spiritual development. Assemblies play an important part in spiritual development, which has improved since the last inspection. A good example of appreciation and respect for different cultures and beliefs was seen in a Reception lesson about festivals. This started with some discussion on Christian and Muslim festivals known and celebrated by pupils in the school, then expanded pupils' knowledge to include the Jewish festival of Sukkot.
14. Throughout the school, pupils take on a range of responsibilities, which they enjoy. This includes looking after classroom equipment and class registers. Pupils also feel that the School Council is an opportunity to make things happen, such as the provision of new playground equipment. Participation in the School Council makes a positive contribution to pupils' social development, as does the participation in a residential visit for Year 2 pupils.

Attendance

15. Attendance is good. The school has worked hard to ensure that all parents understand the importance of prompt and regular attendance. Although the latest published figures for 2002/2003 show that attendance is below average, the school has been successful in its efforts and in 2003/2004 attendance improved and is close to the national average. Most pupils are keen to attend and parents try hard to get their children to school on time. A significant feature in the improvement in attendance is that fewer parents take their children on extended visits to their country of origin. Good procedures are now in place to monitor attendance and punctuality and the school works effectively with the education welfare officer where absence or lateness persists or is unexplained.

Attendance in the complete reporting year (%) 2002/03

Authorised absence		Unauthorised absence	
School data:	7.7	School data:	0.2
National data:	5.4	National data:	0.4

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

Exclusions

There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The quality of teaching, learning and assessment is **good**. The curriculum is **good** and is enriched **very well** by activities outside normal school hours. The school cares for pupils **well**, and offers **very good** guidance and support. It has **good** links with parents, other schools and institutions and with the local community.

Teaching and learning

The quality of teaching is **good**, leading to a **good** quality of learning. The use of assessment procedures to help to improve teaching and learning is also **good**.

Main strengths and weaknesses

- Teachers' planning helps to ensure that pupils' work builds on what they have already learned.
- Classroom assistants offer good support.
- The school has a wealth of information about pupils' performance in English and mathematics and use this well in planning work.
- Teachers sometimes do not expect pupils' work to be neat enough.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (22%)	19 (59%)	6 (19%)	0	0	0

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

16. Good quality of teaching leads to a good quality of learning. There has been a good improvement in teaching since the last inspection. During the inspection, a greater proportion of lessons were taught well and no lessons were unsatisfactory. Teachers have improved their knowledge of teaching in a number of subjects, for example in physical education, by working with specialist secondary schools. Consequently, pupils' learning has been enhanced and standards are above expectations. The music subject co-ordinator has helped to enhance teachers' expertise and consequently the provision of music. Teachers plan lessons that help all pupils to achieve and learn well. This, too, is an improvement since the previous inspection when the work planned for more able pupils was sometimes too easy. The more able now have good opportunities to learn in all subjects. Another improvement since the previous inspection is that teachers now usually manage pupils' behaviour well. In the few instances when pupils were unsettled, teachers used consistent and effective methods to ensure attention. These improvements have helped to improve pupils' learning.
17. Teachers make lessons interesting for pupils and encourage a good level of discussion through questioning. This is also an improvement since the previous inspection. As a result, pupils pay attention and are eager to participate and their learning is enhanced. Teachers use resources well so pupils have different opportunities to learn and practise their skills. In a mathematics lesson in Year 1, the teacher successfully used a game displayed on an interactive whiteboard to help pupils to recognise different coins. The pupils enjoyed this and were keen to use their knowledge in finding the coins needed to make different totals. This had a positive impact on their learning.
18. Teachers make very effective use of classroom assistants to support learning in a variety of roles. All classroom assistants, including those supporting pupils with special educational needs, those working with pupils who are at an early stage of learning English and those offering general support, are an asset to the school and provide very

good support. The multilingual assistants provide good support for all pupils, particularly those who are at an early stage of learning English.

19. Teachers do not pay enough attention to encouraging pupils to be neat when presenting work. Although pupils' handwriting is neat enough when they practice handwriting skills, they are not as neat when writing for other purposes. In mathematics, pupils' work is often untidy and this detracts from their learning. Pupils' thoughts are not clear and easy to review because of the lay-out and organisation of their work. Teachers sometimes miss chances to develop pupils' written work, for example, by not providing enough guidance about how to spell words such as the names of materials used in design and technology, or insisting on good standards of presentation. Consequently, pupils' work is too often untidy and spellings can be erratic and consolidation of literacy skills is hampered.
20. Teachers plan work effectively to meet the needs of pupils with special educational needs. They identify special educational needs well and produce good quality individual education plans. Targets in the plans are linked closely to the requirements of the English aspect of the National Curriculum. Targets set for pupils with Statements of Special Educational Needs are good. Because of these procedures and regular reviews, pupils make good progress in their learning. Where pupils have particularly complex needs, teachers and support staff closely follow advice from specialist teachers and other professionals.
21. The assessment co-ordinator has helped to develop very good procedures for measuring pupils' progress in English and mathematics. Teachers use this information well when planning series of lessons for pupils at the beginning of the year and monitoring how well they are doing. They use this data effectively to set targets to move pupils' learning forward. A strength of the school is that these data are carefully analysed to identify how well individual pupils are making progress. The school has satisfactory procedures for assessing pupils' progress in other subjects. Teachers set relevant and useful homework that helps to support learning in school.

The curriculum

The curriculum is **good**. The school provides **very good** opportunities for enrichment. The quality of the accommodation is **satisfactory** and resources are **good**.

Main strengths and weaknesses

- Pupils of all ages receive good learning opportunities.
- Activities outside the school day have a positive impact on developing pupils' learning.
- Information and communication technology is not used fully in all relevant subjects.
- Aspects of the accommodation are good but there are some deficiencies in outdoor facilities.

Commentary

22. The curriculum meets the requirements of the National Curriculum by covering all necessary subjects and religious education. All pupils are fully included in all aspects of the curriculum and are well prepared for their move to the next stage of education. Children in the Foundation Stage receive a good quality curriculum based on the recommended areas of learning. The school pays very good attention to developing children's social, linguistic and mathematical skills. The curriculum provided for children in the nursery is very well organised. There has been good improvement in

curriculum provision since the previous inspection because of improvements in planning.

23. Provision for pupils with special educational needs is good. They are included in all aspects of school life and consequently develop well both academically and socially. Teachers undertake special training such as learning sign language to ensure all pupils have access to the curriculum. There is effective identification of pupils who are particularly talented or gifted.
24. There are missed opportunities for pupils to practise their writing and information and communication technology skills in other subjects. This school has recognised these shortcomings and is beginning to implement procedures to deal with them but these procedures have not yet had a full impact on improving standards.
25. A very wide range of sports activities enhances the curriculum. Links with a local sports college and coaching by a wide range of professional sports coaches improve the physical education curriculum. Visits to school by the vicar, police and others including professional musicians, and visits out to places, including a residential session for Year 2 pupils, bring subjects to life. The residential session develops social and academic skills. A good range of clubs outside normal school hours has a positive effect on developing pupils' skills and raising standards.
26. All aspects of the personal, social, health and citizenship education programme are effectively covered. Sex education is not taught but pupils' questions are answered as and when necessary. Drugs education is taught in a manner which matches the pupils' ages and needs. Pupils discuss issues of concern in circle time. The School Council and class discussions are used effectively to develop an understanding of democracy and belonging to a community. Visits from the police, a nurse and the postal service give pupils a developing understanding of the wider community.
27. Accommodation is satisfactory. There is good indoor accommodation including a separate information and communication technology suite and library. These are used well to support learning. The outdoor accommodation is used well but playground surfaces are worn and there is only a small grassed area. There are sufficient teaching staff to meet the needs of the curriculum. A very good number of support staff provide very high quality support, ensuring all pupils benefit from the good curriculum. The school has a good range of educational resources and uses these effectively to develop learning in all areas of the curriculum.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. Pupils receive **very good** guidance and support and the school is **good** at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- Pupils have very good relationships with teachers and other staff
- Staff know pupils well and provide appropriate support for each individual

Commentary

28. This is a caring and supportive school, where well-planned daily routines and a good level of supervision help to ensure that all pupils are looked after well. An improvement

since the last inspection is that all staff are aware of child protection procedures. A number of staff have been trained in first-aid procedures and are on hand should the need for first-aid arise. The school works effectively with parents and local agencies, when necessary, to help to ensure pupils' welfare

29. Pupils feel that teachers and other school staff are friendly and approachable. The very good relationships between pupils and adults help to ensure that pupils know there is someone they can talk to if they have a concern. For example, pupils and midday assistants interact in a friendly and caring manner.
30. The school has good systems to monitor and track pupils' achievements and uses these well to provide support and guidance. Consequently, pupils feel that teachers show them how to improve. Adults in school are vigilant and quickly identify pupils who may be having problems and provide the support they need. Pupils give their own views on what they are good at and what they would like to be better at in their annual school reports.
31. The school's premises and grounds are clean and well-maintained and are safe and welcoming. The school is trying hard to reduce congestion around the school in the mornings and after school and has introduced a 'walking crocodile' scheme, which has the dual benefits of reducing the number of cars coming to school and promoting exercise as an aspect of healthy living.
32. Children starting school are supported by a satisfactory induction programme. Nursery staff liaise with the local playgroups and nursery children become familiar with the 'main school' through a range of activities, which include taking part in assemblies and using the building's facilities, such as the hall and the computer suite. These activities help to ease any concerns as children transfer from the nursery to the reception class. Teachers from the junior school to which most pupils transfer liaise with Year 2 teachers and help to smooth transition by visits to Year 2 classes. Year 2 pupils spend a whole day at the junior school during July, with infant school teachers available at the start and end of the day to help with any queries or concerns.
33. Pupils feel that teachers listen to their ideas and that their views matter. A good example of this is the contribution pupils make to drawing up class rules together. Pupils also take part in Circle Time, an opportunity for them to share and discuss opinions and to air their concerns. The School Council, made up of elected members from each class, provides a further good opportunity for pupils to take part in school affairs and enhances their social development.

Partnership with parents, other schools and the community

Links with parents, the community and other schools and colleges are **good**, with some very good features.

Main strengths and weaknesses

- The school works hard to ensure all parents understand how they can help their children.
- Parents support the school in a variety of ways that help to improve the quality of education.
- Close links with secondary schools help to improve the curriculum.

Commentary

34. As at the last inspection, the school has a strong and effective partnership with parents. The school keeps parents well informed about the life of the school, what is going to be taught and how well their children are progressing. There are informative newsletters which include useful details about what pupils will be learning. These often contain information about the way in which pupils will be taught, for example, addition. The school provides good formal and informal opportunities for parents to discuss their children's progress and has good procedures for ensuring that, wherever possible, all parents are kept fully informed. The school offers a good level of support for parents from ethnic minority groups. This support includes the provision of English classes, in partnership with a local college, and meetings every half-term during which parents find out how they can help their children's learning. All parents are very positive about the school and their children's progress. In turn, many parents offer their help in school in a number of different ways, for example, as volunteer helpers, to talk about the work they do or to share their beliefs and customs. These activities also help pupils to begin to realise they are part of a wider community. Other links with the community, such as the reading volunteers, make a good contribution to pupils' education.
35. A thriving Parent and Teacher Association works hard to benefit pupils' quality of education and personal development. Amongst a good range of supporting activities, the association has a regular commitment to buying books for the library.
36. The school has good links with other schools in the area. These enhance the quality of education. Nursery staff work with the local playgroup to ensure that children get a good start in the nursery. They also work with the reception teachers to help to ensure a smooth transfer of children into the reception class. Links with the local junior school to which the majority of pupils transfer help to ensure that Year 2 pupils experience a smooth transition. Strong links with secondary schools have helped to improve the quality of provision in physical education. Consequently, pupils achieve well in that subject.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides **good** leadership and management. The governance of the school is **good** and the leadership and management of other key staff are **satisfactory**.

Main strengths and weaknesses

- The headteacher has a clear strategic vision for the school which is shared by all staff.
- Good teamwork and strong commitment by all staff help to achieve the school's priorities.
- The effective programme of self-evaluation helps to improve the quality of education.
- Governors are very supportive and have a good influence on the school's work.
- Teachers' opportunities to observe lessons and share good practice are sometimes limited.

Commentary

37. The leadership of the headteacher is good. She has a clear idea of what needs to be done to secure further improvements. The headteacher has a clear understanding of the particular needs and circumstances of teachers and pupils. This is evident in a

range of initiatives introduced to improve the quality of education. These include the delegation of a range of responsibilities and the greater involvement of the governing body in the work of the school. These initiatives are now having a good effect on improving standards and achievement.

38. The headteacher is satisfactorily supported by other members of staff, particularly in the development of assessment and target setting for pupils. As a result, the monitoring of teachers' planning and standards of pupils' completed work are good. However, there are still insufficient opportunities for all co-ordinators to observe teaching and learning in their subjects to identify good practice and share this with all staff. The school is aware of this weakness.
39. An improvement since the previous inspection is that staff roles and responsibilities have been clarified and improved. The improving influence of subject co-ordinators is evident throughout the school. For example, they analyse test results and monitor standards to provide colleagues with a clear insight into pupils' progress, including the achievements of different groups. Performance Management has been effective in bringing about these improvements, together with the setting and appraisal of individual targets for teachers and classroom assistants, another area of improvement since the previous inspection.
40. The special educational needs co-ordinator, who is new to the post, has not yet had time to make an impact. She shows a very good understanding of the role and proposes to build on the good systems which are already in place. The management of provision for the significant proportion of pupils who speak English as an additional language is also good. These pupils achieve well as a result of the good support they receive, much of which is based on effective tracking procedures.
41. The governing body provides good support for all aspects of the school's work. Governors have a clear understanding of the strengths and weaknesses of the school and are now effectively involved in evaluating and monitoring the school's priorities for improvement. They effectively monitor the school's progress towards its targets and carefully consider key aspects of the school's work, such as the raising of standards in writing. This has resulted in regular improvements in the identified areas. The governing body complies fully with all statutory requirements. These are improvements since the previous inspection when some aspects of their work were judged to be unsatisfactory.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	492 573
Total expenditure	500 914
Expenditure per pupil	2 595

Balances (£)	
Balance from previous year	14 796
Balance carried forward to the next	6 455

42. The overall efficiency of the school is good. The headteacher and governors have developed well-structured procedures that effectively support the school's educational

priorities, within the current deficit budget situation. This has been set with approval of the local education authority and is being closely monitored by all concerned. Good use is made of new technology in all aspects of school life to improve efficiency levels. Teachers use resources effectively to support teaching and learning other than in the use of information and communication technology across the curriculum. The school applies the principles of best value for money well. Governors consider alternative providers for services and resources in order to ensure cost-effectiveness and so improve the quality of education provided. The school's day-to-day financial controls and procedures are good, enabling the close monitoring and evaluation of spending decisions. The most recent financial audit took place over a year ago and the recommendations made have been implemented. Taking into account the good achievement by pupils, the good teaching and learning which take place, the good quality of education provided, the below average unit costs and the good improvement since the previous inspection, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

43. Children are admitted to the nursery from the age of three and a half years. They attend on a morning only basis. At the time of the inspection there were 58 children on the nursery register. The attainment on entry is at the expected level with a very wide range in all areas of learning. A significant number of children, including a significant number of the more able, move on to other local authority or private schools at the end of nursery. As a result, attainment on entry to reception is at the expected level despite children achieving well in the nursery. Admission to reception takes place three times a year. At the time of the inspection there were 10 children in the reception class.
44. The good curriculum in both nursery and reception covers the recommended areas of learning well. Planning is good and teachers use good assessment procedures well in planning lessons and activities. Provision for children with English as an additional language is good overall and very good in the nursery, where children are spoken to in both English and Punjabi at times. Children with special educational needs receive good support. There are special programmes in place and staff have undertaken training in sign language to allow children with communication difficulties to be fully included in lessons.
45. There is no overall leadership of the Foundation Stage, but there is close liaison between the nursery and reception teachers, ensuring good management in this area. Accommodation is very good in the nursery. The spacious classroom with wet play area and the outside area are used very effectively. In reception, the lack of direct access to a play area limits the opportunities for spontaneous play. However, reception staff work hard to ensure that there are opportunities to access the play area when possible. Resources are good and used effectively. Support staff work very effectively in all areas of learning in both classes and have a very good impact on developing children's learning. Links with parents are very good. In the nursery large numbers of parents encourage their children to learn by sitting with them in the first session of the morning. There has been good improvement since the previous inspection. Observational records have been improved and planning in both classes is now based on the recommended areas of learning. Children get off to a good start in the Foundation Stage.

Personal, social and emotional development

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

Main strengths and weaknesses

- Very effectively planned routines have a very positive effect on developing social skills
- Children achieve very well because teachers and support staff put very good emphasis on developing independence skills.

Commentary

46. Children enter the nursery with a very wide range of social skills. Teachers and support staff provide very good quality teaching and learning activities and as a result children achieve much better than expected. From the moment they enter nursery with their parents in the morning children are made very welcome and valued. Routines such as choosing an activity and finding their name card help to develop social skills very well. In both nursery and reception, all adults are very good role models for the children. They work together very well. Children in both classes are encouraged to take their turn and listen to others. They very soon start to relate to each other and are very caring when other children have particularly complex needs. By the end of reception children are at higher levels than expected in the Early Learning Goals for children in the Foundation Stage. They have very good attitudes to learning. They persevere at tasks which challenge them and respond very well to teachers' instructions. Children relate very well to each other, respecting each other's views.

Communication, language and literacy

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

Main strengths and weaknesses

- Staff provide good role models for speaking skills.
- Support for children with English as an additional language and for those who have special educational needs is very good.
- Development of letter sounds is very good but occasionally writing exercises are not at the correct level.

Commentary

47. Children enter nursery with a wide range of communication, language and literacy skills. The quality of teaching and learning is good in both nursery and reception. This helps to ensure that children build on their previous knowledge well and as a result there is good achievement. During the inspection, there were examples of very good teaching in both classes. Staff provide a wide range of activities to develop skills in this area, for example, greeting all children as they enter the classroom. The very good interactions between adults and children in focus groups have a positive impact on developing correct speech patterns. Staff use stories very effectively to develop children's understanding that pictures and print have meaning. In reception, teachers place a very good emphasis on understanding letter sounds, enabling children to build up simple words. Writing exercises challenge the average and higher-attaining children but occasionally they are too difficult for the lower attaining children. The school has recognised this and has started to modify the work. The use of sign language helps to ensure that children with special educational needs communicate with adults and other children. The use of Punjabi linked with English ensures that children in the nursery who speak English as an additional language develop their communication and language skills at better than expected levels. By the end of reception almost all children have reached the Early Learning Goals with a significant number above this level. Speaking and listening skills are good. Writing skills are not as well developed.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Resources are used effectively to develop learning.
- Counting skills are developed very well.
- Children's mathematical vocabulary is effectively developed but there are missed opportunities in free choice sessions.

Commentary

48. Good quality teaching and learning results in children achieving well. By the end of reception, almost all children have attained the expected Early Learning Goals, with a number above this level. Children enter nursery with a wide range of mathematical skills. Teachers and support staff offer the children a very wide range of interesting activities which give the children a good understanding of mathematics. Sand and water play are used effectively to develop an understanding of capacity but sometimes adults miss opportunities to reinforce words such as *full* and *empty*. The use of number jigsaws gives children a good understanding of both number recognition and order of numbers. Staff use many activities to develop children's counting skills, for example, by counting the numbers of children in groups. Group leaders use 'big books' effectively to develop children's recognition of numbers. As children progress through the Foundation Stage, they take part in a range of activities which develop their understanding of the language of mathematics. Teachers link mathematics very effectively to the information and communication technology aspect of the knowledge and understanding of the world. Children's use of the language of comparison, for example, 'greater than' or 'less than' is not as well developed. Most children recognise and use the correct names for a circle and square.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children learn about a range of different cultures.
- Teachers use good practical activities to develop children's understanding of the world.

Commentary

49. Children are given many good opportunities to learn about the world around them. There is good quality teaching and learning. Teachers and group leaders talk to children about their home life, giving them an understanding of their position in the family. Visits out, for example, to a local supermarket help develop children's knowledge and understanding of the local area. Visitors into school, for example a parent who is a baker, give children a very good insight into the outside world. Germinating beans in jars give pupils a good understanding of how living things grow. Children develop their construction skills well because they are provided with construction kits to build their own models. Children have better than expected skills in the information and communication technology aspect of this area. Almost all use a mouse with confidence and most children in the reception class recognise and use the stamp icon to produce

patterns. Practical activities such as making a 'sukka' in work on the Jewish festival of Sukkot bring the subject alive and enhance learning. By the time they leave reception, children have achieved well and reached the expected Early learning Goals. They make particularly good progress in their use of information and communication technology skills.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Outdoor play is used effectively to develop physical skills.
- Indoor physical sessions are planned well.
- Opportunities for children to comment on their own performances are limited.

Commentary

50. Children enter the nursery with a wide range of physical skills. The quality of teaching and learning is good. Well-planned outdoor activities help to ensure that children run and use bikes and play with other equipment and this helps to develop their physical skills. The position of the reception classroom means there is no direct access to a play area and, as a result, spontaneous play is difficult. The school recognises this and has planned sessions using both the nearest school playground and the nursery playground. Teachers plan a good range of activities in the school hall to develop children's physical skills. Staff use demonstration very well to highlight good performance but there are missed opportunities to ask the older children to make comments about their own performance. Children respond very well in physical sessions. The staff are very good role models. Children achieve well in lessons, showing good improvement in their performance. Children develop cutting skills well because teachers and group leaders provide activities which allow them to cut out shapes. By the end of reception children have attained the Early Learning Goals. They move with good levels of co-ordination, show awareness of space and are eager to improve their performance.

Creative development

Provision for creative development is **good**.

Main strengths and weaknesses

- Teachers give children a good range of creative activities.
- Resources are used effectively to develop learning.
- There are missed opportunities for discussion with children to show how they could improve their work.

Commentary

51. Children develop their creative skills well because teaching and learning are good. Teachers and group leaders provide good activities which allow children to experiment with paint and colours. Computers are used effectively to develop creative skills when paint programs are used to produce good quality pieces of work. The use of multilingual assistants ensures that children with English as an additional language recognise and

name colours. Teachers praise children's work but there are missed opportunities in free choice sessions to discuss how work could be improved or changed. Children join in songs with their teachers, often related to other aspects of the nursery curriculum, for example mathematics. By the end of reception, children have achieved well, attaining the Early Learning Goals, with a number above this level.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The school provides well for the wide range of pupils' capabilities.
- Improved teaching of literacy skills makes good links with other curriculum subjects.
- The quality of pupils' presentation is often unsatisfactory.

Commentary

52. By the end of Year 2, standards are at expected levels in speaking and listening, reading and writing. All pupils of all abilities achieve satisfactorily, including the lower attaining pupils. Pupils who speak English as an additional language achieve as well as their classmates. There is no significant difference between the achievement of boys and girls. Although standards in reading and writing were well below average in the National Curriculum tests in 2003, early indications based on the 2004 tests show that standards have improved particularly in reading, but also in writing.
53. The school's procedures for implementing and adapting the National Literacy Strategy have been effective. Having identified the need to raise standards in speaking and listening after the previous inspection and in writing following a significant drop in standards two years ago, the school has focused successfully on these aspects. As a result, pupils of all capabilities are developing a broad range of skills.
54. The quality of teaching is satisfactory overall with some good features. Lessons are well-structured and have a clear sense of purpose. Relationships are good and bring a happy and co-operative spirit to learning activities. All teachers use questions and prompts skilfully to promote further understanding of tasks and to stimulate different ways of thinking. In a very few lessons, pace slows and less work is completed than might be expected.
55. In response to the good qualities in teaching, pupils speak and listen with confidence and make thoughtful contributions to discussions, as demonstrated in Years 1 and 2 when discussing the characters and events in their story. All pupils, including higher attaining pupils, those with special educational needs and those who speak English as an additional language are encouraged to contribute. They speak clearly and include details relevant to the current focus. They express their views confidently knowing that their contributions will be listened to by adults and peers alike. Standards have improved since the previous inspection when they were below average.
56. Teachers organise effective guided reading sessions which help pupils to improve vocabulary and their knowledge of letter sounds and sentence structure. Higher attaining pupils find and correct their own mistakes and tackle unfamiliar words

correctly using different strategies. All pupils have good attitudes towards reading and enjoy small group sessions. They also share the enjoyment of stories together at listening stations. They identify with characters in books and gain greater enthusiasm for literature.

57. Standards in writing are currently within the expected range. Teachers plan a wide range of opportunities to enable pupils to develop their writing skills. Pupils effectively demonstrate different styles of writing, such as narrative writing, poetry, character descriptions and instructional text. One current problem that the school has at the moment is that while in handwriting lessons work is neat tidy and well-formed, handwriting and spelling in other work is often untidy and erratic. Teachers are looking at ways to improve this.
58. The co-ordinator provides satisfactory leadership and management, providing effective support for colleagues in monitoring the school's new initiatives in literacy. Assessment procedures are good and used well to track pupils' progress and guide planning to meet the needs of all pupils. Because of the improvements in the use of assessment, higher ability pupils who speak English as an additional language now achieve well. This is an improvement since the last inspection, when these pupils sometimes did not receive enough support. Resources, such as books, are of good quantity and quality and are used well to support pupils' learning. All pupils benefit from these strategies and achieve well because of the improvements made. The school encourages parents to be involved in helping with pupils' homework, particularly reading. This involvement supports pupils' learning and the school's efforts to raise standards still further.

Language and literacy across the curriculum

59. Teachers plan interesting activities in other curriculum subjects such as geography and history to consolidate and extend pupils' literacy skills, particularly in speaking and listening. There are adequate links with information and communication technology when lessons in the computer suite focus on reinforcing key skills in both subjects. Teachers encourage all pupils to share and discuss how they have used their knowledge and skills to complete written tasks successfully. Pupils respond well with answers and their good relationships with each other are very evident. These experiences later help pupils to contribute orally and in writing, their own responses relating to the different subjects involved. However, teachers do not pay enough attention to ensuring that pupils' handwriting and spelling are of a high enough standard in other subjects.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are above average by the time pupils are seven years of age.
- Achievement is good.
- There have been improvements in the quality of teaching resulting in improved standards.
- Pupils do not always organise and record their work neatly enough.

Commentary

60. All pupils achieve well. They start Year 1 with standards that are similar to those expected and reach above average standards by the time they leave school. Pupils with special educational needs achieve well because of the support they receive. Pupils from ethnic minority groups, including those who are at an early stage of learning English also achieve well.
61. By the time pupils are at the end of Year 2, standards of attainment are above the national average. However, in 2003, the latest year for which there were national comparisons at the time of the inspection, performance in the National Curriculum tests was below the national average and the average for similar schools. However, an above-average proportion of pupils reached the higher level, level 3. Early indications are that performance in 2004 was better than this and most pupils reached at least average standards. Over the three years from 2001 to 2003, boys and girls performed similarly. During the inspection, inspectors noted no significant differences in performance between boys and girls. Inspection findings are that standards are above average and all pupils achieve well because of good teaching and a wide and varied curriculum.
62. Good teaching leads to good learning and good achievement. Teachers have a good knowledge of the subject and how it can be effectively taught. Detailed planning clearly shows that the work for each ability group builds well on their prior knowledge. An improvement in teaching since the last inspection is that pupils receive enough support and are not left too long without support or guidance. However, teachers do not offer enough guidance to pupils about how they can present their work in an organised and tidy fashion. This means that some misspellings, for example, the names of shapes, are left uncorrected. It also means that, too often, pupils' work is untidy and disorganised, making it difficult for pupils and teachers to read and understand what has been done. Teachers use a good range of strategies to aid learning. These include useful introductions at the beginning of lessons that help pupils to remember facts they have learned before and prepare them for the next lesson. In a very good Year 1 lesson, the teacher very effectively used the interactive whiteboard to aid coin recognition and practise money addition. The pupils were enthralled by the introduction and enjoyed taking part, revealing sections of coins. Pupils at an early stage of learning English get good support, sometimes in their home language. This means that they can make good progress in mathematics without being hindered by undeveloped English skills. Teachers and classroom assistants support pupils with special educational needs well, so they also make good progress in lessons and achieve well.
63. The satisfactory quality of both leadership and management has a positive impact on standards and the quality of education. The subject co-ordinator has a secure understanding of the subject has identified strengths as well as areas for development from an examination of pupils' work and teachers' planning. The school has very good assessment procedures which are used well in helping to ensure that pupils make good progress and in setting targets for pupils' learning. There has been a good degree of improvement since the last inspection because:
- Standards of attainment, which were average at the end of Year 2, are now above average.
 - Achievement is good.
 - Teaching has improved. No unsatisfactory lessons were observed during the inspection.
 - Assessment procedures and their use are better than they were.

Mathematics across the curriculum

64. There are some satisfactory examples of the use of mathematics in other subjects. For example, pupils carefully measure lengths of wood when making a vehicle chassis in design and technology. There are some sound links with information and communication technology, for example, pupils use mathematics programs to construct block graphs of the class's favourite food, or art programs to draw symmetrical pictures.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is good emphasis on developing investigations.
- Discussions are used effectively to develop pupils' investigative skills.
- Lessons are planned well but teachers do not always use marking effectively.
- There are good links with mathematics but the use of information and communication technology is underdeveloped.

Commentary

65. Standards of attainment are above the expected level at the end of Year 2. The most recent published teacher assessments show similar attainment. Inspection evidence shows that pupils with special educational needs make good progress and achieve in line with other pupils. Pupils with English as an additional language receive additional support from support assistants and class teachers and as a result make good progress. There is no observable difference in achievement between boys and girls. Pupils build well on their previous knowledge and apply it to carry out investigations achieving well throughout the school.
66. The quality of teaching and learning is good. Lessons are effectively planned and in most cases work is set at correct levels. This helps to ensure that all pupils build on their prior learning. On a few occasions, recording sheets are a little too difficult for lower attaining pupils and additional support has to be given. Children are encouraged to make suggestions and this helps them to learn enquiry and investigations skills very well. Pupils respond very well to the teachers' expectations of good behaviour. This ensures that there is no time lost and learning is enhanced. Teachers link science very well to the mathematics aspect of the curriculum, but not to information and communication technology in a consistent way. Teachers miss opportunities to develop writing and spelling skills. Although marking is satisfactory overall, an analysis of pupils' work shows that it is sometimes untidy and misspellings are not corrected often enough. Teachers ensure that they include all pupils in all aspects of the lessons.
67. Leadership and management are good. The subject co-ordinator and headteacher have carried out lesson observations to identify good practice and areas for development. The co-ordinator regularly monitors planning and uses assessment systems satisfactorily to develop learning. Good quality resources help to enhance the curriculum. Year 2 pupils' participation in a residential visit makes a useful contribution to scientific understanding through environmental studies. There has been good

improvement since the previous inspection because of improvements in planning and raised achievement levels.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school's accommodation and resources for teaching information and communication technology are good.
- Information and communication technology is not used enough in teaching and learning in other subjects.

Commentary

68. By the end of Years 2 standards are similar to those expected from pupils of that age. Pupils' achievement is satisfactory.
69. The quality of teaching is satisfactory, leading to a satisfactory quality of learning. Teachers plan lessons that help pupils to learn the required skills. These lessons help pupils to build on what they have already learned, so they build up a satisfactory range of skills. Teachers are increasingly confident in teaching the subject and use the new computer suite effectively to teach information and communication technology skills and, increasingly, using the technology in teaching other subjects, although this is still an area for development. In a good Year 1 mathematics lesson, the teacher used the interactive whiteboard well to help pupils to increase their understanding of money. Teachers effectively use off-computer tasks to introduce concepts and develop ideas, for example, looking at the different features of printed text on notices before using the ideas to create their own. Sometimes, however, when the off-computer task takes place in the classroom with a teaching assistant, opportunities to develop pupils' literacy skills are missed. In one lesson on creating lists, for example, the classroom assistant did not pay enough attention to improving the quality and neatness of pupils' writing during the off-computer task.
70. Leadership and management are satisfactory. The school has maintained the standards and progress noted at the time of the last inspection. The subject co-ordinator has worked hard in improving provision through developing the suite and increasing teachers' confidence through continuing training and advice. Assessment is satisfactory. As at the time of the last inspection, teachers keep useful examples of what pupils have done. However, they do not yet use assessment procedures to gauge pupils' progress in a way that helps to plan work for individuals and groups. The school recognises the need to do this and is considering how best to do so.

Information and communication technology across the curriculum

71. Although there are some good examples of the use of information and communication technology in teaching and learning in other subjects, it is not yet used consistently or progressively in this way. For example, pupils in Year 1 develop their understanding of money in mathematics and Year 2 pupils learn to organise text and use simple desktop publishing techniques, for example, when writing about Florence Nightingale. Pupils effectively use the skills they have learned to draw colourful geometric designs in the

style of Mondrian. Generally, however, there is little use of computers outside the suite. However, the school has already recognised the need for improvement in this area.

HUMANITIES

Geography

72. Little work was seen in **geography**, and it is therefore not possible to make a judgement about overall provision. Analyses of teachers' planning, pupils' completed work and displays around the school indicate that the subject is satisfactorily taught in all classes at different times of the year and that this work covers the requirements of the National Curriculum. Work is supported well by a good range of learning opportunities, drawing well on the resources of the local area. For example, Year 1 carry out a traffic survey and begin to consider similarities and differences between their own locality and further afield. Year 2 pupils take this further and consider the features they like and dislike.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Cross-curricular links help to make learning relevant.
- Good use is made of resources to stimulate pupils' interests.
- Teachers do not make enough use of new resources.

Commentary

73. By the end of Year 2 standards in history are at expected levels and achievement is satisfactory. The curriculum has improved since the previous inspection. Because of the interesting tasks they are set, pupils continue to be interested in the past and learn a satisfactory range of historical enquiry skills. Boys and girls achieve equally well and pupils with special educational needs are supported well to enable them to meet their learning targets. Pupils who speak English as an additional language learn and achieve as well as their classmates.

74. The quality of teaching is satisfactory overall with some good features. In a good lesson, the teacher encouraged and challenged pupils to become good historians, for example, in looking at Victorian artefacts, relating them to conditions in the home at that time and considering the changes that have taken place since. Year 1 teachers effectively link history to science in the pupils' work on buildings and materials, comparing features of old and new buildings in the area. Teachers plan good links with literacy, encouraging pupils to develop their speaking and listening skills as they talk about their ideas. The subject makes a positive contribution to pupils' social and moral development as they learn about conditions in hospitals at the time of the Crimean War and the influence of Florence Nightingale. Literacy skills are emphasised by teachers and pupils use these in writing about their work. Some links are made with information and communication technology when pupils access historical information and carry out research, but this use is not yet consistent throughout the school.

75. The school has acquired a good collection of quality artefacts. Pupils develop a good sense of historical enquiry as they investigate their features. During the inspection, Year 1 pupils handled old household articles, such as a flat iron, candlesticks and a box camera. They discussed similarities and differences confidently and answered questions about the past accurately. Teachers extend the good use of resources by including local visits to enrich pupils' experiences, including a visit to a nearby museum where they enact conditions in Victorian schools.
76. The subject is satisfactorily led and managed and standards have been maintained since the previous inspection. The co-ordinator has identified the need to rewrite plans to make best use of the newly acquired artefacts and resources. Well-organised visits to museums and historical buildings enhance and develop pupils' knowledge and understanding.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good and stimulates pupils' interest.
- The curriculum ensures lessons are interesting and result in effective learning.
- The wide range of good resources is used effectively to support learning.
- The subject co-ordinator has good subject knowledge and supports teachers well.

Commentary

77. By the end of Year 2, pupils achieve well and attain standards that exceed age-related expectations of the locally agreed syllabus. This is because lessons are well planned and closely match the requirements of the syllabus. Boys and girls achieve equally well, as do pupils across the whole range of capability. Pupils who speak English as an additional language achieve well and make significant contributions to lessons.
78. Teachers plan lessons well, taking care to plan exactly how learning will take place and how pupils will learn from religion as well as about religion. They make good use of visitors and resources to enrich pupils' learning. Consequently, the curriculum is interesting and varied. During the inspection, a local clergyman visited Year 1 pupils and demonstrated the Christian baptism service, involving pupils in role-play and explaining the importance of the font, the cross and belonging to the family of God. All pupils play a full part in lessons and achievement is good. Well-structured discussions about different religious practices and social and moral topics mean that the subject makes a good contribution to pupils' personal development. Because of the good teaching, pupils have high levels of respect for the values and beliefs of others.
79. The very effective use of resources by the teachers makes learning meaningful and relevant. For example, Year 2 pupils when shown various religious artefacts developed a good understanding of the importance of a mosque, the Qu'ran and prayer to Muslims. Two Muslim pupils from the class very confidently helped the teacher by talking about their religious practices. Pupils were very interested and others expressed keenness to contribute information about their own religious customs in future lessons. Visits to the locality, including places of worship, add more interest and enable pupils to learn through first-hand experience and through asking people directly about their religions.

80. There has been good improvement since the previous inspection in the quality of teaching and learning. Leadership and management are good and have a positive impact on teaching and learning. The co-ordinator uses her knowledge of the subject to good effect to ensure that the information given to pupils in lessons is accurate and meaningful. She monitors work regularly to make sure learning activities are relevant and matched to pupils' needs, and that the necessary resources are available to support learning. Standards have risen since the previous inspection, when they were in line with expectations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. The team was not able to make judgements about provision in art and design because not enough lessons were seen. Judgements are based on the small amount of teaching seen, an examination of pupils' work and records of displays, teachers' planning and discussions.
82. Teachers plan a full **art and design** curriculum, and although no lessons were observed, it is clear from display and photographs of recent work that pupils have maintained the good standards of work reported at the previous inspection. Teachers plan a good range of activities based on the government recommended guidelines for teaching. These help pupils to learn a good range of skills and use a good variety of techniques and media with flair and confidence. Pupils look carefully at the work of famous artists, for example Picasso, and create their own attractive pictures in his style. They use and blend a range of media, for example, collage and drawing to create pleasing, informative and attractive work linked to other subjects, such as a frieze about the island of St Lucia as part of their work in geography. Pupils use skills learned in information and communication technology well to create pictures in the style of Mondrian, drawing lines and filling rectangles with colour.

Design and technology

Provision in design and technology is **satisfactory**

Main strengths and weaknesses

- Teachers have improved their competencies in teaching design and technology.
- Teachers' expectations of pupils' written work are too low.

Commentary

83. By the end of Year 2, standards match those expected from pupils of that age and achievement is satisfactory for all pupils.
84. Teaching is satisfactory, leading to a satisfactory quality of learning for all pupils. In one good lesson in Year 1, the teacher encouraged children to discuss what furniture they might find in different rooms. She provided a good range of materials, such as cartons, boxes, glue and sticky tape, and tools so pupils could create the contents of a room in a shoe box, having first painted their planned designs for carpets and wallpaper. The teacher used classroom assistants and a volunteer well so that pupils learned how to work safely and developed a good deal of independence in their work. As a result, pupils enjoyed their work and concentrated hard on the task in hand, taking a good deal of care to cut accurately and considering the best way to stick items together. The teacher and the assistants continued to encourage a good level of discussion so that

pupils were able to talk confidently about their work. Those pupils for whom English is an additional language increased their vocabulary as well as improving their speaking and listening skills. Older pupils satisfactorily developed their construction and cutting skills, using wood, saws and glue guns to make chassis for vehicles. However, sometimes the teacher misses chances to develop literacy skills. In one Year 2 lesson, pupils were writing a list of the materials they would need to make their vehicle. The teacher did not provide enough support so some pupils' writing was untidy and their spelling was erratic.

85. There has been a satisfactory degree of improvement since the previous inspection. Standards are as expected from pupils of that age and all achieve satisfactorily. A minor weakness, that more able pupils were not encouraged to work at their level, has been dealt with. Teachers' plans now include tasks that offer enough challenge for all pupils. Leadership and management are satisfactory.

Music

The provision in music is **satisfactory**.

Main strengths and weaknesses

- Use of resources effectively develops pupils' musical skills.
- Standards in singing are good.
- Teachers do not always involve pupils fully in all aspects of lessons.

Commentary

86. Standards in music at the end of Year 2 are at the expected level with good levels of singing. Pupils of all attainment levels and those with special educational needs and English as an additional language make satisfactory progress. All pupils achieve satisfactorily. There has been good improvement since the previous inspection because unsatisfactory teaching has been eradicated by the use of a new scheme of work and monitoring by the co-ordinator.
87. By the end of Year 2, pupils sing very tunefully. They show an awareness of others and enjoy singing. Most pupils handle percussion instruments with care but a small number find the temptation not to touch too much. Almost all pupils tap out or play rhythms correctly. A small minority find this difficult. The highest attaining pupils are starting to understand musical terms such as 'ostinato'.
88. The quality of teaching and learning is satisfactory. Lessons are usually planned well but at times pupils spend too long being inactive and as a result they become restless. Pupils' understanding of rhythm is developed effectively by the use of percussion instruments. Class control is satisfactory overall but on a few occasions time is lost because teachers have to speak to pupils about their behaviour. Most pupils show very good attitudes but a very small number of pupils find it difficult to follow instructions.
89. There is satisfactory leadership and management in the subject. There have been improvements in planning and assessment procedures are used satisfactorily. The curriculum is enhanced by visiting musicians, a weekly music makers' club and school performances. There are good opportunities for pupils to sing in assembly.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Support from outside the school is used very effectively to develop learning.
- Lessons are planned very well with good use of apparatus
- Pupils show good attitudes and awareness of health and safety.
- There are missed opportunities for pupils to evaluate their own and others' performance.

Commentary

90. Standards of attainment are above expected levels at the end of Year 2. Pupils achieve well because of the good quality teaching and the very wide range of activities provided for them. All pupils are fully included in lessons. There is no difference in achievement levels of any particular group of pupils. There has been good improvement since the previous inspection. There has been an improvement in the teaching of gymnastics.
91. The quality of teaching and learning is good. In Year 2 there is very good team teaching. All lessons are planned well to meet the needs of pupils. Teachers demonstrate movements very well. Good performance is highlighted in all lessons although there are some missed opportunities for pupils to comment on their own and others' performance. Teachers and support assistants work very well with pupils with special educational needs, giving them enough space to develop their own movements both in floor work and on apparatus. Children's independence skills are developed effectively when they help put out equipment. Teachers do not always fully occupy the pupils who are not putting out equipment and there is a little restlessness. There is very good regard paid to safety issues such as the number of pupils on equipment. There is regular assessment of performance, for example, during a lesson in Year 1 when the teaching assistant noted how well some pupils participated. Pupils are enthusiastic and enjoy physical education.
92. There is satisfactory leadership and management in the subject. Teachers use assessment procedures satisfactorily to monitor pupils' progress. There are very good links with a local sports college that have helped to improve provision through guidance and advice. Visiting professional coaches who work both during the school day and in after-school clubs and teams also make a positive contribution to the subject. A good range of after-school clubs, including gym club, tennis and football, have a very positive effect on raising standards in physical education. Resources are good. For example, there were plenty of balls of different sizes in a Year 1 games lesson. Pupils develop their physical skills very well at lunchtime when they play with balls, bats, racquets, and skipping ropes.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. There is insufficient evidence to make a judgement on the provision in personal, social and health education and citizenship.
94. The programme for personal, social and health education and citizenship is good. Children discuss a wide range of topics in 'circle time'. They hold democratic elections to elect members of the School Council and discuss minutes in class groups. This

helps to begin to develop an understanding of citizenship. Sex education is not taught formally but pupils' questions are answered at a level which matches their ages and attainment levels. Pupils learn about the use of drugs and medicines and learn about healthy eating as part of the science curriculum. Visitors into school including the police, postal workers and a nurse give pupils a good understanding of the wider community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
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	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	3
Pupils' care, welfare, health and safety	3
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	4
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).

