

# INSPECTION REPORT

## **ROSEHILL INFANT SCHOOL**

Derby

LEA area: Derby

Unique reference number: 112733

Headteacher: Mrs Andrea Hewitt

Lead inspector: Mr Sean O'Toole

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> September 2004

Inspection number: 267587

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
Number on roll:	184
School address:	Reginald Street Derby Derbyshire
Postcode:	DE23 8FQ
Telephone number:	01332 347373
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Appropriate authority:	The Governing Body
Name of chair of governors:	Miss V Holmes
Date of previous inspection:	19 <sup>th</sup> April 1999

## CHARACTERISTICS OF THE SCHOOL

Located in the Rosehill area of Derby, the school is smaller than most primary schools. Almost all of the 145 pupils (81 boys and 45 girls) are from ethnic minority backgrounds; their main languages are Panjabi, Urdu and Bengali. The school also admits 77 children to the nursery who attend each day on a part-time basis. Socio-economically, the area in which the pupils live is deprived. An above average percentage of pupils are eligible for free school meals. The average percentage of pupils with special educational needs and above average percentage of those with a statement of need is rising. Attainment on admission to the school is well below average and is especially weak in communication, language and literacy. Since the previous inspection the school has gained an achievement award, the Basic Skills Quality Mark, Investors in People and has been designated a healthy school. It is part of the SureStart initiative and currently involved in the Leadership Development Strategy.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	English as additional language; Mathematics; Information and communication technology; Personal, social and health education and citizenship; Music.
14178	Patricia Willman	Lay inspector	
21411	Adrian Portlock	Team inspector	Special educational needs; English; Science; Art and design; Design and technology; Physical education.
16892	Julia Elsley	Team inspector	Foundation Stage; Geography; History; Religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good, inclusive school which meets the needs of its pupils effectively.** Good teaching enables the pupils to achieve well, especially in reading and mathematics. Leadership and management are good. The school provides good value for money.

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

- Pupils make good gains in learning basic skills and achieve well
- Good teaching prompts pupils to succeed and to learn effectively
- The headteacher leads with determination and focus and has created a strong team
- Opportunities to use and develop basic skills across the curriculum are too few
- More able pupils could do better, especially in writing
- The pupils' good behaviour, attitudes and relationships contribute much to the life of the school
- Marking and assessment need further development
- Staff are very caring and support the pupils well
- Standards in music are below average

The school has improved much since the last inspection in April 1999 and there is good potential for further improvement. This has been achieved against a background of frequent changes in senior staffing, including several headteachers. The issues raised previously have been tackled well, resulting in higher standards. Teaching and learning are more consistent and the provision for the Foundation Stage is now good. The governing body is much more active and focused on school improvement.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			similar schools
	2001	2002	2003	2003
Reading	E	D	D	B
Writing	E	D	D	B
Mathematics	D	E	D	B

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

The school met its ambitious targets last year and is on course to meet them again. Improved teaching, better target setting, increased resources and initiatives to raise standards in reading and mathematics have made a significant impact. **Pupils' achievement is good**, especially in reading and mathematics. In 2004, the school achieved its best ever results in national tests. Inspection evidence shows that standards are much improved on previous years with almost all pupils attaining at least the expected levels for their age in reading and mathematics. Over a third achieved the higher level 3 in mathematics, and this represents considerable success for the school given the pupils' well below average attainment on admission. There is a similar picture in reading, although more work is needed on extending more able pupils in writing. Another success is the good work done in art and design. Pupils achieve well in ICT and attain average standards, although they lack confidence and enough opportunities to extend their computer skills in some other subjects. Their work in religious education, history and geography could be better, especially by developing links with English. Pupils with special educational needs make good progress and achieve well. Those at an early stage of learning English are given well focused support and make good gains in their

learning and social skills. There is little variation in the performance of different ethnic groups. Boys and girls perform at similar levels.

Pupils in the Foundation Stage achieve well. Few attain the expected goals for their age by the end of the reception year but their progress is consistently good in the nursery and reception classes. Limited skills in communication, personal, social and emotional development are compensated for well and pupils make good progress in these areas of learning. In Years 1 and 2 the standards of work seen in art and design were above average. Pupils have average skills in ICT, physical education and design and technology but their musical skills are underdeveloped.

The very supportive staff contribute effectively to pupils' **good spiritual, moral, social and cultural development**. The pupils clearly understand the school's rules and behave well. There have been no exclusions and the positive atmosphere in the school enables pupils to approach staff with any worries or problems which are resolved quickly. The pupils enjoy lessons and are mostly keen and enthusiastic about learning. They take responsibility seriously and are proud of their contribution to improvement made through the school council. Attendance is below the national average.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education**, underpinned by very good provision for personal, social and health education. **Teaching and learning are mostly good**. A particular strength is the teaching of basic skills with a strong emphasis on speaking and listening, reading and mathematics. Assessment is used satisfactorily but there are some inconsistencies in marking and insufficient challenge for more able pupils in some lessons. Planning and preparation are thorough and teachers use their good subject knowledge to make lessons interesting. As a result, pupils work hard, listen attentively and are usually quick to settle to tasks. The support staff contribute very effectively to learning. Pupils at an early stage of learning English and new entrants to the school from a variety of ethnic backgrounds benefit much from expert staff and strong support. Those with special educational needs have well crafted individual education plans which are used effectively to meet their needs. Teaching, learning and the curriculum in the Foundation Stage are good. The sound curriculum in Years 1 and 2 is inclusive and interesting. The staff provide a good range of opportunities, including a wide variety of extra-curricular activities, stimulating visits and events such as the Arts' Week to promote learning. The staff provide very good levels of care. The school's open and friendly relationship with parents and the community also contributes to pupils' academic and personal development.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good**. The headteacher and staff show ambition and enthusiasm in their teaching and form an effective and hard working team. Good leadership by the headteacher ensures that challenges are set and expectations for staff and pupils are high. Data is used effectively to pinpoint areas for development and these are carefully prioritised in the school's strategic plan. The effective governing body keeps a focused watch on the school's progress and evaluates its performance in national tests. Governors monitor lessons and call subject leaders and the headteacher to account. They ensure that the school meets statutory requirements. The school is well managed. Performance management is an integral part of the drive to raise standards and is used well to set challenging targets. Financial management is good. Funds are spent wisely and good systems monitor and review spending.

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

The parents are very satisfied with the work of the school and comment favourably about improvements under the current leadership. The pupils have good opportunities to be involved in decision making and are proud of their school.

## **IMPROVEMENTS NEEDED**

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

- Improve opportunities for pupils to apply and extend their basic skills through ICT, religious education, history and geography
- Provide greater challenge for more able pupils, especially in writing
- Enhance assessment and marking to provide more focused guidance for pupils
- Improve the provision for and standards in music



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is good. Standards in the 2003 national tests in reading, writing and mathematics were below the national average but higher than similar schools. Inspection evidence indicates that standards in reading and mathematics have improved much over the last year. Pupils from different ethnic backgrounds are equally successful. Standards are higher than at the time of the previous inspection.

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

- Pupils make good progress and achieve well, especially in reading and mathematics
- Children in the Foundation Stage are effective learners and make good progress
- More able pupils could do better in writing
- Pupils with special educational needs achieve well
- Most pupils struggle to apply their basic skills to their work in a range of subjects
- There is good work in art and design but standards in music are not as high as they should be

#### **Commentary**

1. There are several barriers to learning at this school. Almost all pupils have English as an additional language and most start school with well below average levels of skills, knowledge and understanding. Pupils live in an area of socio-economic disadvantage. A significant proportion start school with little or no English and most of the new entrants in Years 1 and 2 fall into this category. The school compensates well for these difficulties.
2. Pupils of all ages, abilities and backgrounds make good progress, although the more able are not challenged enough in some lessons. Boys and girls are equally successful overall. Pupils with special educational needs have well crafted individual education plans which are used effectively and enable the pupils to meet their targets. Pupils at an early stage of learning English are assessed thoroughly and their needs are pinpointed through carefully constructed action plans. The good support they receive helps them to achieve well and they adapt quickly to their new environment and language.
3. Most pupils starting in the nursery have very limited communication skills and their personal, social and emotional development is very low when compared with pupils of a similar age. They make a very good start to their formal education in the nursery and this good progress is continued in the reception classes. Good teaching and a well designed curriculum enable the pupils to achieve well. However, by the end of the reception year few pupils attain the early learning goals in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, mathematical, creative and physical development. The rate of pupils' progress has improved much since the previous inspection.
4. National test results in reading, writing and mathematics have been below average for several years although the school has kept pace with the national rising trend in improvement. When compared with schools with similar intakes pupils attain above average standards in reading, writing and mathematics. Last year the school focused strongly on improving pupils' reading and mathematical skills and this work has had a

significant impact. Preliminary results of the 2004 show a large increase in the percentage of pupils attaining average and above levels in national tests. A third of pupils attained the higher level 3 in the tests; this represents significant success for the school. The improvement has been the result of greater involvement of parents in their children's learning, especially in reading, more direct teaching of reading skills and sharply focused targets for staff and pupils. In mathematics, the thorough analysis of pupils' performance and use of the information to improve teaching have had a real impact on increasing productivity and in developing pupils' competence, especially in number work and shape, space and measures. Inspection evidence, including analysis of last year's work, shows that these measures have been highly successful. The school exceeded its challenging targets and is on course to meet them this year. Standards in speaking and listening have also improved due to enhanced opportunities for drama, role play and well structured discussion periods such as circle times. Standards in writing have been maintained but more needs to be done to set greater challenges for the more able and to link pupils' skills in literacy with their work in other subjects.

**Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
Reading	14.9 (15.1)	15.7 (15.8)
Writing	14.1 (14.0)	14.6 (14.4)
Mathematics	15.7 (15.2)	16.3 (16.5)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

5. Pupils make good progress in science and standards are average. They acquire basic skills in ICT and work competently at the level expected for their age, but there are insufficient opportunities for pupils to apply their knowledge of computers to their work in other subjects. Pupils achieve well in art and design and there are pockets of good work. The work seen in religious education, history, geography and design and technology is about the level expected for pupils of this age, although more could be done to enable pupils to apply their literacy skills in these subjects. Pupils' work in music is below that expected of the average six and seven year old. Pupils' progress in personal, social and health education is very good; achievement in this subject is good and contributes much in raising pupils' confidence and self esteem.

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

Pupils respond well to the good spiritual, moral, social and cultural values promoted by the school and, as a result, their attitudes, behaviour and personal development are good. Most pupils are punctual, but attendance is unsatisfactory.

**Main strengths and weaknesses**

- Pupils' good attitudes, behaviour and very good relationships create a positive ethos for learning
- Pupils clearly understand the difference between right and wrong and are consistently encouraged and praised for making the right choices
- Pupils' involvement in school improvement through the school council makes a very positive contribution to their personal and social development

## Commentary

6. Pupils are provided with a good range of opportunities to develop a spiritual awareness through new and exciting experiences during their lessons and on visits, for example, to Derby Cathedral. They learn about the beauty of nature and become absorbed in stories. Assemblies encourage them to think about their own behaviour and how their actions may have an impact on others. Their artwork representing different styles, countries and cultures is displayed around the school and pupils are proud of what they have achieved. They feel valued because teachers always listen to their contributions in lessons and this encourages them to participate. They ask questions when they do not understand. Those pupils who have special educational needs or are at an early stage of learning English receive a very good level of support in lessons and are able to participate and learn effectively alongside their classmates. As part of their cultural development, they learn about the lives and beliefs of others in their religious education lessons and show an open and natural curiosity about other lifestyles. Pupils talk with enthusiasm about the clubs they can join and value the opportunities provided. They enjoy their life at school and, as a result, most pupils are involved and interested in their learning which has a good impact on their achievement.
  
7. Because the school promotes clear moral and social values which are supported by the majority of parents, pupils develop a clear understanding of the boundaries of acceptable behaviour within the school community. All staff consistently praise pupils' good work and behaviour and this encourages them to try to live up to their teachers' high expectations. Pupils show obvious pride in assembly when they are chosen to receive a certificate. Opportunities are provided in lessons for pupils to collaborate together and many examples were seen of pupils helping each other with their work, sharing resources and ideas sensibly. Because of the very good relationships between most pupils, there are few concerns about bullying and pupils trust the staff to deal with any unkind behaviour quickly, fairly and effectively. The school council plays a major role in decision making in the school and, because their views are respected, they learn how to bring about change and improvement within the school community.
  
8. During their time in the Foundation Stage, the children make very good progress and achieve satisfactory levels for their age in personal, social and emotional development. Because of the very good induction arrangements the children in the Nursery settle quickly into the routines of the classroom and begin to learn through the good range of interesting activities provided for them. They respond with enthusiasm and try hard to please their teachers. They behave well.
  
9. Although attendance overall is unsatisfactory, as a result of good systems to monitor and follow-up absence, there has been a significant improvement in the last year. Unauthorised absence, however, is now over double that found in most primary schools, caused primarily by a significant number of parents who take their children on extended holidays during term time. An element in the overall absence relates to the number of pupils who are absent during Eid celebrations.

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

Authorised absence		Unauthorised absence	
School data	8.8	School data	0.4
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.*

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education which enables pupils to achieve well through good teaching and learning. Inclusion is a strength. The curriculum is satisfactory and there are good opportunities provided to enrich pupils' experiences.

### **Teaching and learning**

The teaching is good and contributes much to helping pupils' development as keen and interested learners. Assessment is satisfactory.

### **Main strengths and weaknesses**

- Basic skills are taught thoroughly and effectively
- Support staff play a very good part in promoting pupils' learning
- More able pupils are not always given sufficient challenge
- Staff plan and prepare lessons very well
- Some aspects of marking and assessment could be better

### **Commentary**

10. Teaching and learning have improved since the previous inspection. The teaching of reading and mathematics is especially effective as staff clearly identify the needs of the pupils and match work accordingly. Regular practice of reading, linked to a well organised scheme of work and successful intervention by teachers and other staff ensure that pupils make consistent gains in reading. Pupils' performance is tracked and specific needs identified. In mathematics, the good analysis of pupils' skills and regular recording of their achievement enable teachers to prepare challenging lessons which accelerate learning. Teachers have good subject knowledge of these areas and try a variety of approaches to ensure that pupils grasp new ideas. Most aspects of writing are taught well in English lessons and there is a good emphasis on developing spelling, grammar and punctuation as well as in providing opportunities for pupils to express their ideas. However, this approach is not carried through into subjects such as religious education, history and geography and opportunities are lost to enhance and refine pupils' skills; this particularly affects the more able. Marking and assessment, although satisfactory, should be developed further. This is especially the case in making clear to the pupils what they need to do to improve and in helping pupils to see the need to transfer what they have learned in English lessons to their work in other subjects.

11. Teaching of pupils with special educational needs is good. Staff have a good knowledge of the specific learning problems encountered by the pupils and prepare well written individual education plans which include good guidance on how to move learning on at a good pace. The targets in these plans are reviewed regularly and pupils' achievements assessed thoroughly. Support staff are involved in working alongside these pupils. They stimulate interest and enthusiasm with well directed comments of praise and carefully designed questions which prompt pupils to have a go. Similarly, pupils at an early stage of learning English receive good support, and the expertise of staff contributes much to rapid progress. Individual learning and personal needs are identified and programmes of action adjusted accordingly. Staff make good use of resources to stimulate learning. Parents are involved effectively. Staff meet the needs of new entrants from a range of diverse backgrounds, many of whom are new to the country.

12. Teaching in the Foundation Stage is good. The environment in the nursery and reception classes is conducive to good learning; there is a wide range of opportunities for the pupils to explore and investigate as well as work under the guidance of adults. Personal, social and emotional development receives a strong focus and this equips the pupils as effective learners. Communication, language and literacy are taught well with a good range of opportunities to learn to read and write linked to speaking and listening activities. Staff take every opportunity to engage the pupils in conversation. Mathematical development is taught well as there are good practical activities which capture the pupils' attention. Learning is made fun. Pupils obviously love coming to school and thrive in a positive atmosphere where they work hard and develop confidence in working alongside and with others.
13. Learning in Years 1 and 2 is good. Pupils collaborate well and are also cooperative. They listen attentively to instructions and are keen to carry them out. Because of the very good relationships between staff and pupils there is an atmosphere of calm and purpose which promotes good behaviour and discipline. The pupils work hard and their concentration skills improve steadily. The current organisation of the Year 1 classes to include a more informal curriculum, especially in the afternoon, meets the needs of boys and girls effectively. Learning is often more effective in the morning as many pupils become tired towards the end of the day. Teachers adjust the curriculum to compensate for this.
14. There are several strengths in teaching which are common throughout the school. Lessons are planned well and the work done in each year group is similar. Staff make good use of the resources available, although ICT could be used more in some subjects. Preparation is thorough and support staff are very clear about their role and responsibilities. Staff use praise and rewards effectively to stimulate interest and the pupils respond enthusiastically. Homework is used well to promote reading, and satisfactorily in other areas, although some parents would like a little more work to be sent home. Staff have good subject knowledge in most subjects but lack confidence in music.

**Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	2 (6%)	26 (74%)	7 (20%)	0 (0 %)	0 (0 %)	0 (0 %)

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

**The curriculum**

The curriculum is satisfactory overall and good in the Foundation Stage. Inclusion underpins the school's work and there are good opportunities for enrichment.

**Main strengths and weaknesses**

- The provision for personal, social and health education is very good
- Provision for pupils from diverse backgrounds and for those with special needs is good
- More work is needed on linking the subjects to enhance pupils' learning
- The organisation of the Foundation Stage works effectively
- Good levels of staffing are found throughout the school

## Commentary

15. The school meets statutory requirements for the curriculum and has made satisfactory improvement since the previous inspection. Staff make good use of the literacy and numeracy strategies and guidance on other subjects to provide a balanced curriculum. However, subjects such as religious education, history, and geography are not linked closely enough to work in English and opportunities are lost to enhance pupils' skills in applying their basic skills to their work. The development of reading and mathematical skills is good and pupils acquire appropriate skills in using computers, although they do not apply what they have learned in ICT to other subjects. Planning is generally good and skills are developed consistently between year groups. There is a good and much improved curriculum for the Foundation Stage which has a beneficial impact on learning and achievement. Issues raised in the previous inspection report regarding creative and physical development have been tackled well.
16. The school has achieved much success in its programme of personal, social and health education which is linked to the many awards it has through the Healthy Schools Initiative. Pupils receive good teaching on sex and relationships as well as learning about the use and misuse of drugs. Healthy eating and exercise are encouraged and through the school council pupils discuss ways of helping to improve attendance. The work in personal, social and health education influences teaching styles and helps to make learning more meaningful and relevant.
17. This is an inclusive school and the staff works hard to meet the needs of boys and girls. Provision for pupils with special educational needs is good. These pupils are given individual and small group support and their carefully constructed individual education plans are used effectively to pinpoint learning and to measure success. Pupils at an early stage of learning English also receive good support and the involvement of outside agencies linked with the expertise of staff helps to promote successful learning. Resources to help these pupils to learn are good and, wherever possible, parents are involved, for example, using dual language materials. Bi-lingual staff are very effective in supporting pupils who have limited English.
18. The school works hard to enrich the pupils' experiences through a good range of extra-curricular activities which include ICT, art and design, dance and games. These activities are well attended and do much to motivate the pupils. There are good visits which enhance learning in a variety of subjects and the school makes good use of visitors to bring additional interest into the classroom.
19. The school has a good number of well qualified and experienced staff who make an effective team. Staff are keen to improve their skills and attend courses regularly. Good training, often linked to performance management targets and curricular development, ensure that the staff keep up-to-date on new initiatives. The school has suitable and satisfactory resources for the subjects. The library is especially attractive and the purchase of good quality books has done much to raise standards in reading. There are sufficient computers but the ICT suite is underused. The accommodation is variable, being good in the Foundation Stage and satisfactory elsewhere. Access to some classes is difficult for disabled pupils because of stairs.

## **Care, guidance and support**

The school makes very good provision for the care, welfare and health and safety of all pupils. The strong and caring relationships in school ensure that pupils receive good quality support and guidance. Pupils' views have a very good impact on the quality of school life. The quality of this provision has improved since the last inspection.

## **Main strengths and weaknesses**

- Induction arrangements are very good and contribute much to the relationships with parents
- Individual support systems for pupils at an early stage of learning English enable them to be included in school life
- The kindness and commitment of all staff ensures that parents and pupils feel confident that any problems will be handled fairly and effectively
- Pupils are fully involved in improving important aspects of school life

## **Commentary**

20. There is a very good awareness of health and safety issues. Fire drills are carried out regularly and there is good provision for first aid. Regular checks of the premises are carried out which ensure that the school provides a safe environment. The headteacher is responsible for child protection issues and all staff are aware of their duty of care in this aspect of pupils' welfare. Pupils learn about the benefits of good hygiene and a healthy diet through their science lessons and the school's participation in the Healthy Schools initiative encourages pupils to eat sensibly. Teachers emphasise the safe use of resources in lessons. Through their personal, social and health education lessons pupils learn strategies to keep themselves safe and this is well supported by visitors who talk to the pupils about, for example, road safety.

21. Because there are very good relationships between most pupils and the adults who work with them, pupils are confident that someone will help them if they are unhappy or worried about something. Any instances of poor behaviour are monitored and action taken to modify such behaviour. Personal, social and health education lessons provide good opportunities for teachers to informally monitor and support pupils' personal development and to identify any specific issues that may be troubling them. Educational support and guidance is good overall, although more able pupils are not always sufficiently challenged in their work. The very good induction arrangements for new arrivals ensure that parents are confident that their children will be well cared for.

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

The school has a very good partnership with parents and the community. Links with other schools are good. The overall quality of these relationships has improved since the last inspection.

## **Main strengths and weaknesses**

- Parents are very satisfied with the work of the school and value the contribution it makes to their own and their children's development

- Parents feel welcome in the school and are confident that any concerns will be dealt with effectively
- The very good links with the community have a positive impact on the quality of pupils' learning experiences

### **Commentary**

22. The parents who took part in the consultation before and during the inspection spoke very highly of the work of the school. They commented that they feel welcome in the school and are confident that the school listens to their concerns. They are provided with good information through the prospectus, the annual governors' report and the newsletters. The annual reports on the progress of children are satisfactory; they tell parents what their children have done, but do not always indicate clearly how well they are achieving or what they can do to improve. The three formal opportunities provided for parents to speak directly to teachers about their children's progress are very well attended. This provides them with more detailed information about the standards their children are achieving and how they can help them further. Interpreters are available if needed. Many parents read with their children at home and appreciate the help they are given by the school to do this more effectively. Parents are regularly invited into school to read with their children first thing in the morning and many take this opportunity. Most parents take time to attend the assemblies, performances and celebrations held in school and many take the opportunity to express their views through the formal consultation process. Informal consultation is facilitated by the availability of the headteacher and staff in the playground at the beginning and end of the day.

23. The school has very well developed and beneficial links with the local community. Regular and interesting visits to local amenities increase pupils' enjoyment of school life. Visitors from the community support pupils' personal and social development as well as extending their learning. There are good links with the other schools and good systems to ensure effective transfer to the adjacent junior school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good and have contributed much to school improvement since the appointment of the headteacher. The governance of the school is good. All aspects of school management are well organised and effective.

### **Main strengths and weaknesses**

- The headteacher shows clear vision and drive in raising standards
- All staff show much commitment to raising standards and to providing for the needs of pupils
- The headteacher and staff are self critical and evaluate performance rigorously
- The school's priorities are clearly identified and targets are challenging
- Finances are used well

### **Commentary**

24. Leadership, management and governance have improved since the previous inspection. The governors are kept well informed of developments at the school through good quality information provided by the headteacher and subject leaders. They keep a check on the work of the school through regular monitoring of lessons and by setting well focused targets for staff. They have a good understanding of the school's strengths and weaknesses and are clear about the school's priorities through their involvement in strategic planning. The



governing body has ensured that the school meets its statutory requirements and has adopted good policies for equal opportunities, race equality and inclusion; these procedures work well in practice.

25. There has been much change in the leadership of the school since the previous inspection and this has slowed the pace of improvement. However, under the good direction and vision of the headteacher the school has made good strides in tackling the issues raised in the previous inspection report. Staff compensate well for the barriers to learning in the school. Pupils' well below average attainment on admission, significant mobility, where pupils with little or no English join the school, and the increasing proportion of pupils with special educational needs are issues which are resolved well through purposeful leadership and good teaching. The most impressive result of the school's actions has been the creation of an effective staff team which has worked successfully to raise standards and which inspires and enthuses the pupils. There have also been significant improvements in the Foundation Stage curriculum and provision as well as much more consistent teaching. These improvements have been achieved through the good use of strategic planning based on a thorough assessment of the school's performance in national tests. Thorough analysis of trends and performance in national tests has enabled the headteacher to set bold targets and staff and pupils have responded well to the challenge. The good link made between performance management and pupils' progress has provided a sharp edge to the teaching. The headteacher analyses test result and monitors performance, taking account of gender and ethnicity. Subject leaders are enthusiastic about developing the curriculum. Recent priorities have focused on raising standards in English, mathematics and science and subject leadership has been effective in this. Satisfactory leadership of the other subjects has enabled the school to maintain standards at a mostly appropriate level. The next step is to link the successful work done in improving pupils' basic skills to their performance in the other subjects. Subject leaders have a clear understanding of what needs to be done and receive the full backing of the headteacher and governing body.
26. The school benefits from good management committed to raising standards and improving the quality of education. Key areas of school life, including the provision for pupils at an early stage of learning English and for pupils with special educational needs, are managed effectively. Both groups of pupils benefit from effective teamwork which ensures their needs are met. Staff are very clear about their roles and responsibilities in meeting the needs of these pupils and ensure that personal targets and needs are catered for. Good paperwork underpins the solid practice and enables the setting of clear objectives which are monitored and evaluated regularly. The headteacher delegates well and staff are willing workers who seek to improve their skills through further training and development. Target setting is well established and all are aware of their responsibilities in ensuring continuity in the development of skills, knowledge and understanding. The school provides a good setting for teachers and other staff in training.
27. Financial management is good. The headteacher and governing body work together well in linking spending to priorities in the school's development plan. A good example of the school's use of funds has been in targeting improvements in reading through the provision of additional resources, staffing and the involvement of parents. As a result standards have risen. The school follows good practice in seeking best value in purchasing supplies and services. Currently, the school has a budget surplus but these funds have been set aside to make much needed improvements to the toilets. The governing body is kept well informed

of spending patterns and priorities are kept under review. The administration of the school is efficient and effective.

### **Financial information**

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

Income and expenditure (£)	
Total income	573,576
Total expenditure	525,663
Expenditure per pupil	2,856

Balances (£)	
Balance from previous year	53,506
Balance carried forward to the next	47,913

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

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

28. Since the last inspection, the school has enhanced the quality of education by including as part of the school a part-time nursery class. From September 2004 the school has coped successfully with re-organising the provision for a once a year entry of all four-year-olds into the reception classes. Although it is only the third week of term it is clearly evident that this transition has taken place smoothly and efficiently and, as a result, the children have settled well.
29. The provision for, and the teaching of, the children in the Foundation Stage are good. Very few children have had any experience of pre-school education before they start part-time at the nursery. Attainment is consistently well below average on entry to school. The level of children's spoken English skills is very low. Despite the good start to their learning in these well-run classes, few children are likely to achieve the Early Learning Goals by the time they enter Year 1 in all the six areas of learning. However, all the children make good progress and are achieving well in line with their capabilities because the quality of the education they receive is consistently good. The good teaching challenges the children intellectually, physically, socially and emotionally. Good use is made of both the indoor and outdoor classrooms, which is an improvement since the last inspection. All members of staff are strongly committed to improving the curriculum for these young children and work very well together. Good progress is being made in developing the curriculum and in improvements to the assessment procedures across the nursery and the reception classes to meet the demands of the school's re-organisation. The children with special educational needs and those for whom English is an additional language are identified quickly and given very good support to help them achieve their targets. Parents are welcomed and given opportunities to become involved with school, and this helps to promote and support the children's learning.

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

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

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

- The nursery and reception children have a very positive start to school life
- The teaching is very good

#### **Commentary**

30. At this point of the year, this area of learning is the major focus of the teaching. The children are happy, confident and secure in coming to school. The children are beginning to make good progress and this is because the staff works well together, showing a very good caring and sensitive approach to the children's individual needs. The children separate from their parents and carers very well and most are becoming self-confident. They self-register on arrival and are keen to participate in all the set activities around them. However, the levels of independence and decision making would be increased more rapidly if the children had more opportunity to select, access and return their own resources as part of a training to be responsible for their own actions. This would comfortably fit alongside the teacher's planned activities in both the indoor and outdoor classrooms.

31. In the nursery, most of the work is solitary play alongside others, but in the reception classes children are beginning to work well together, for example, when looking at books, sharing their achievements when writing or drawing patterns on a white board, or sitting together at snack time talking about the fruit with an adult in either mother tongue languages or English. They are learning to establish relationships and to socialise well. A significant feature is the children's ability to attend to their own hygiene. The staff guide those who need help, for example with putting on coats, so that they too have a sense of achievement when they have succeeded at the task.
32. Most of the children are learning to share and agree limits well, for example when riding the bicycle or driving the trucks. They write their name on the list so that they know when it is their turn. The children are beginning to understand right from wrong, partly because the adults place a great emphasis on reinforcing socially acceptable behaviour. For example, when one child snatched the book from another, the adult dealt with it in a quiet, kind but firm manner. The quiet rigour of the teaching and the attentiveness to the needs of individual children are notable features of the staff's work. The children respond appropriately, which demonstrates very clearly the sense of trust that is being built and the very good rapport between adult and child. By the end of the reception year few children are likely to attain the early learning goals in this area of learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- All children make good progress in their early reading and writing skills and achieve well
- Further work needs to be done to extend the children's spoken English
- The teaching is good

### **Commentary**

33. Few children are likely to attain the early learning goals by the time they start in Year 1. Good play activities and focused group work allow the children to develop their speaking and listening skills. The children have already begun to listen well to instruction and stories. However, because of their very low level of skills in spoken English children have not yet developed their confidence or ability to readily engage in talk. Most responses are one or two word observations and for many it is shyly spoken and often inaudible. In the reception classes, the staff give the children good opportunities to speak in the group times, so that they may express their ideas and opinions. They are well supported by the very good practice of instantaneous translations in their mother tongue and this is reinforced in spoken English. In these sessions, they discuss stories and practise their phonic skills and the pronunciation of new and unfamiliar words. However, the staff do not always take the opportunities during the play activities to improve the pronunciation of words, or to correct grammatical errors.
34. It is evident in both reception classes that the development of reading and writing skills is being suitably emphasised. The children find books a source of pleasure and have a growing understanding of the printed word. They know that pictures can help to reveal the meaning of the story, that print in English goes from left to right and a very small majority of children can already recognise a few letters and words. The children are proud of their own

made story books and enjoy sharing them with an adult. A few more able children can confidently retell a story and recall accurately the sequence of *Goldilocks and the Three Bears* from looking at the pictures. This gives them a sense of pride in their achievement as readers and makes a considerable contribution to raising their self-esteem. Good emphasis is placed on early writing skills. The children have good opportunities for mark marking, practising letters through a range of role-play activities, such as the shopping list, or an appointment at the doctors. In focused group activities they are taught carefully to form letter shapes and a few can write their own names, or write simple words and are encouraged to put capital letters where appropriate. A high percentage of the children have difficulty in pencil control but the staff teach this skill with sensitivity.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good use is made of role-play activities to promote mathematical understanding
- The children are developing positive attitudes towards mathematics and achieve well
- The teaching is good

### **Commentary**

35. Imaginative and creative teaching through role-play opportunities in both the nursery and the reception classes is helping the children to make a good start in learning about number by counting, matching and sorting in a range of contexts. Access to number games around the classrooms ensures that the children have time to play and match numbers in a variety of contexts. A good example of sustained concentration was seen when a group of reception class children were involved with an adult in buying and counting the number of fruit and vegetable at the greengrocer's and learning to hand over the equivalent number of coins. A good feature is the adults' questioning to extend mathematical understanding as the children go about their shopping. Pencils and paper are readily available so that children can also try to write the numbers. Past work indicates that other practical experiences such as building blocks to develop an appreciation of 'taller than and shorter than', 'full and empty' help the children to understand comparisons. Progress is good but few children will attain the early learning goals in mathematical development by the start of Year 1.

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

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

### **Main strengths and weaknesses**

- The teaching is good
- Children achieve well
- Good resources are used to support the children's scientific knowledge and understanding
- The teaching of basic computer skills is emphasised well

### **Commentary**

36. All children are being challenged sufficiently by handling equipment and materials to promote enquiry and investigation skills. Through well-planned activities and the thought provoking questioning by the staff they are discovering and developing a heightened awareness of, for example, the different smell, pattern, textures, shape and colour of fruits. Through looking and handling fruit the children begin to understand the terms hard and soft. In most cases, they are excited, happy to touch and feel and remain in awe of the experience. Construction toys, play-dough, cutting and sticking activities are readily available. When using the computer the children are confidently and competently learning to develop their early skills in handling the mouse and control of icons. A few are adept at following the instructions, changing the colour icon or adding to the information when, for example, making a graph of their favourite fruit. In spite of good progress few children attain the early learning goals in this area of learning by the start of Year 1.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weakness**

- The children make good gains in physical development and achieve well
- The staff place an appropriate emphasis on the teaching of the skills and teaching is mostly good

### **Commentary**

37. The use of the indoor and outdoor areas provides both the nursery and reception classes with good opportunities to handle both small and large apparatus and equipment. Outside on the large apparatus the staff maintain a balance between vigilance about safety and the encouragement of independence. By the time the children are in the reception classes they are more confident in their larger movements but continue to need considerable practice with the finer movements and few are likely to attain the early learning goals by the end of the reception year. Many have difficulty in handling scissors, and their eye-hand co-ordination is poor when managing pencils, paintbrushes, colouring in a picture, or when using other small tools such as a knife under supervision of the adult. However, they receive good support and show perseverance in their attempts to succeed.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The children make consistent gains in creative development through role-play, art and music
- Creative development is taught well

### **Commentary**

38. The adults' planning shows a clear focus on providing opportunities to develop skills as well as enabling the children to explore a good range of different techniques, materials and equipment such as printing and painting. Resources are prepared well and staff briefed

effectively on their use. However, more focus is needed on demonstrating techniques and skills and showing children how to manage a series of operations. Teachers make lessons interesting by providing a good range of opportunities for children to experiment as in finding seeds in a variety of fruit. This activity was used well to enhance the children's understanding of the shape, size, smell and texture of the fruit and to learn new vocabulary. An area of the playground is set aside for music and is frequently visited by the children. Here the children have good opportunities to explore sound or listen to tapes. The strongest feature of this area of learning and a strength in the teaching is the way in which adults participate sensitively, but unobtrusively, in the children's role-play to enhance subject specific vocabulary and to foster collaborative learning.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

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

- Standards in reading and writing have improved significantly and pupils of all abilities and backgrounds achieve well
- The development of basic literacy skills is good
- Teaching is good
- There is insufficient use of writing across the curriculum to extend pupils, particularly the more able
- Marking is inconsistent in guiding pupils on how to improve

#### **Commentary**

39. The school has worked successfully to raise the pupils' standards in reading and writing since the previous inspection and this is reflected in much improved test results this year. Staff have developed effective strategies and new initiatives such as 'Talking Partners'. They make effective use of data to pinpoint pupils' strengths and weaknesses in national tests and use the information to set challenging targets. The strong support given to pupils with special educational needs and those pupils at an early stage of learning English ensures that these pupils improve their skills and confidence rapidly. The pupils' positive attitude to their learning is also a significant contributory factor to the improvement in standards and achievement.
40. Standards in reading are about average, a significant improvement since the previous inspection. Pupils make good progress in speaking and listening and achieve well. Progress in the basic skills of writing is good but standards are a little below average overall partly due to pupils' limited vocabulary and insufficient opportunities to apply writing skills in subjects such as geography, history and religious education. During the inspection, the increasing involvement of parents in supporting their children's learning was clearly seen in the large number who brought their children to the school's library at the end of the day to change their books. Parents are encouraged and helped to read with their children. Pupils are developing well as interested and confident readers. All pupils achieve well. More able pupils are becoming fluent and confident readers and are interested in and enjoy reading. Those pupils learning to read with little or no English often make fairly rapid progress, because of the quality of support given. Another factor is the positive learning environment created in the school so that the pupils want to learn.

41. The quality of teaching is good overall and is an important factor in raising standards. The teaching of the basic skills of reading and writing in literacy lessons is particularly good. The school identified the need to extend the strategies for teaching these skills and teachers and teaching assistants have worked hard to learn and use a range of methods to effectively meet the needs of all the pupils. The success of this is evident in the improved standards. The school, however, is not complacent about what still needs to be done and looks for ways to improve further. For example, they have identified the need to raise the pupils' skills in speaking and listening further and this has resulted in a much stronger emphasis upon developing these skills. The teachers plan well and have good subject knowledge. They build the pupils' confidence and self-esteem through the development of very good relationships with the pupils and by providing a secure, happy and interesting learning environment. The teacher managing the work of those pupils with special educational needs and those at an early stage of learning English has been particularly successful in establishing good practice and procedures. She is very well supported by the teachers and the teaching assistants who work with these pupils.
42. The subject leader is effective in promoting and managing the subject. She works well with all staff to raise standards. The whole staff is committed to this. The planning, teaching and the pupils' work are monitored thoroughly. Pupils have targets for improvement in both reading and writing and most are aware of what they have got to do to improve. Marking varies in quality and staff do not always pinpoint areas for development.

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

43. The work in literacy is often used as a starting point for other work. However, there are insufficient opportunities for pupils to practise and use their reading and writing skills in other subjects, particularly history, geography and religious education. The writing that the pupils do in these lessons does not always extend their language and literacy skills. This is especially true of more able pupils who are not challenged regularly enough to produce work appropriate to their ability. At times, the teachers' expectations of pupils' handwriting and presentation are not as high as they need to be. The school has invested in a wide range of books to support the pupils' language and literacy skills, and these are being used when pupils are researching information in topics.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well especially in number, shape, space and measures
- The percentage of pupils attaining above average levels in national tests has risen substantially
- Teaching and learning are good
- The subject is led and managed well

### **Commentary**

44. The subject is much improved since the previous inspection and standards are rising. Inspection evidence shows that pupils achieve well and that standards are now average with over a third of pupils attaining the higher level 3 in the most recent national tests. Pupils are most successful in number and have a secure grasp of addition and subtraction with an appropriate knowledge of multiplication and division. There is a good emphasis on



practical work and this helps pupils with special educational needs to grasp new ideas and to learn effectively. Careful assessment of the abilities of pupils at an early stage of learning English means that the work set matches their needs and that the work is sufficiently challenging. Progress in shape, space and measures is good. Pupils have good opportunities to explore shape and to measure accurately, although some are unsure of the properties of shapes. Data handling skills are developing well and pupils competently create pictograms and graphs using ICT to present their findings about favourite colours, animals and foods. The relatively weaker area of pupils' development is using applying their knowledge and explaining strategies using mathematical language. This is mainly due to their limited vocabulary when they start school.

45. Teaching and learning are good. Teachers use the National Numeracy Strategy flexibly. The focus on mental calculations at the start of lessons has helped pupils to grasp basic concepts such as number bonds and doubling. Lessons have brisk pace and sufficient challenge. The rapport between staff and pupils contributes well to pupils' confidence in the subject. Teachers use a variety of methods to aid pupils' understanding and there is a good balance between instruction and time for the pupils to work. Explanations are clear and objectives explicit. Support staff play a significant part in working alongside less confident pupils and they have good subject knowledge, having been carefully guided by the teachers. Pupils are productive and work hard. Most present their work well, although several still reverse their numbers. Homework is used satisfactorily. The school has a suitable range of resources and teachers use them well with the exception of computers which are underused. Work is marked accurately and there are often helpful comments to guide the pupils.
46. The subject is led and managed effectively and the setting of sharp targets by the headteacher has led to improved standards. Assessment is regular and pupils' performance is monitored to ensure that progress is consistent. Analysis of test results has led to a clear understanding among the staff of any gaps in the curriculum and enabled them to adjust their planning.

### **Mathematics across the curriculum**

47. Mathematics is used satisfactorily in other subjects. Pupils collect and collate information about healthy eating and favourite foods and record the data in graphs and charts in their work in personal, social and health education. In science, they organise information effectively and make use of simple forms of presentation based on their knowledge of number. Pupils' work in design and technology includes accurate measurement linked to model making.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- The pupils achieve well
- The quality of teaching and learning is good
- The subject is well led and managed

### Commentary

48. Standards have improved, largely because of the quality of teaching and the curriculum. Good leadership is also having a positive impact on the quality of the provision. The progress of pupils of different abilities and backgrounds is good. The pupils listen well to adults and each other and many give sensible and reasonably accurate responses to questions, although a significant minority does not find it easy to express their ideas. Initiatives such as the 'Talking Partners' are helping to overcome this. The pupils persevere well with completing their work but more care needs to be taken in recording. The pupils work well together with partners or in small groups and carry out investigation thoughtfully. They enjoyed the work and demonstrate good recall of previous work. Pupils make good gains overall in gaining factual information in science but most lack confidence in thinking through their own experiments and in planning their work. Their limited vocabulary also hampers progress in using and applying scientific ideas.
49. Teachers challenge the pupils of all abilities, ensuring that they achieve well and complete the tasks set within a reasonable time. All teachers plan effectively and identify clear objectives for learning, which they use when setting work. These objectives are shared with the pupils so that they have a good understanding of the focus of the lesson. This was seen in a Year 2 lesson where the pupils were finding out that animals have young who grow into adults. Tasks are mostly well matched to the different abilities of the pupils and the more able pupils are provided with more challenging work. Marking is variable across the school; while in some classes it mostly supports the pupils in understanding how well they are achieving but this is not consistent.
50. The curriculum has been improved since the last inspection and all aspects of the work are planned for and carried out. The school makes good use of the local environment, although resources to support this work need to be extended further. The teachers' subject knowledge has improved significantly and consequently the pupils are learning more effectively. The school has recognised that the pupils' understanding of physical processes was weaker than other aspects of the work and this is now improving. The pupils have satisfactory opportunities to use their literacy, numeracy and ICT skills in the subject skills. However, not enough emphasis is placed on extending pupils' writing skills, particularly for the older, more able pupils.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Provision and standards have improved since the last inspection
- The use of ICT to support work in other subjects needs development

## Commentary

51. The school has improved the provision for ICT since the previous inspection through increased resources and staff training. Pupils have a secure grasp of each aspect of ICT. They know that technology is used widely in many applications in everyday life. Pupils competently control programmable toys. This work links well with language development as pupils become familiar with terms such as forwards and backwards. They know how to use the computer for writing and change fonts, colours and style of text, but few understand how to amend their writing. In some lessons the pupils use CD-ROMs to find out information.
52. The teaching is satisfactory and pupils are keen to use computers. They work well independently and also co-operate when sharing equipment. Pupils work hard and maintain good levels of concentration. Teachers give good guidance, and support staff work alongside those with special educational needs to ensure that they participate in lessons. In one lesson the adult carefully guided the pupils on how to use a variety of drawing tools to make a self portrait and the pupils made good progress in amending and refining their work because of clear instructions. Lessons are planned appropriately and achieve a balance between teaching and opportunities for the pupils to practise their skills. Teachers have satisfactory knowledge of the subject and prepare thoroughly. However, the ICT suite is underused and, because of this, some opportunities to extend pupils' learning in subjects such as English are lost.
53. The subject is led and managed satisfactorily. Pupils are assessed simply on their understanding and the information is used to plan the next steps in learning. The school follows national guidelines for the subject. The recent introduction of smart boards in the classrooms is proving beneficial in lesson introductions and also in opening up new opportunities for pupils.

## Information and communication technology across the curriculum

54. Insufficient use is made of ICT to support pupils' work in other subjects. Although there are examples of pupils using computers to support their work in history and geography these activities are at a rather low level. ICT is rarely used to enhance learning in music and design and technology. There is limited use of technology to enhance learning in mathematics. Some simple word processing contributes to pupils' writing skills.

## HUMANITIES

55. Inspectors observed one lessons in religious education and history but none in geography. In addition, inspectors looked at samples of pupils' work, examined teachers' planning and talked with the staff and pupils about their work. The curriculum for history, geography and religious education is sufficiently broad and is enhanced by visits to the local community and to the cathedral, mosque and museums. The leadership and management of the subjects are satisfactory. Standards in history, geography and religious education have been maintained at a similar level as those reported at the time of the last inspection.
56. The **history** curriculum is well managed to ensure full coverage of the National Curriculum. In the lesson observed the teaching was enhanced by the skilful questioning that promoted historical enquiry and the good use of resources. This enabled the pupils to think of, and to write down probing questions about Florence Nightingale and Mary Seacole, as they worked effectively with their partner. But as the pupils were engaged in writing their

questions, it became apparent that there were missed opportunities for the staff to take advantage of the situation to reinforce some of the basic skills of literacy. Pupils are enthusiastic about history. In a lively discussion, pupils were keen to share their ideas, and this showed a thirst for knowledge and an enthusiasm about the past, as well as promoting good communication. By the end of the lesson the pupils knew that to find out about the lady they had to research in books, use the computer, and ask adults at home or other staff in school for information. The pace of the whole session was rigorous, and the good teaching, supported very well by a teaching assistant, who worked with the pupils with special education needs, ensured that all the pupils made good progress. Pupils enjoy simple research and make good progress in finding out about famous people in past.

57. In **geography** it is not possible to make an overall judgement about the quality of the provision. However, the scrutiny of pupils' work, and discussion with both pupils and staff indicated that standards are in line with those expected nationally by the end of Year 2. The pupils' rate of progress over time is good and, consequently, they are achieving an appropriate knowledge and understanding of how to use geographical skills such as locating places on a map. The teachers' planning shows good use of the local environment to support the subject. However, there is some over-reliance on worksheets for other aspects of the pupils' work as when finding out factual information about other countries and much of this work is left incomplete. The examination of the work showed that there is insufficient emphasis on using marking to guide pupils on how they might improve and apply their English skills.

58. In **religious education**, the pupils' work indicates that standards are in line with those anticipated in the Locally Agreed Syllabus. The pupils make steady and consistent progress in acquiring an understanding of different faiths. Religious education also makes a positive contribution to the programme for the pupils' personal development. In the lesson seen, pupils spoke knowledgeably about how you welcome a baby into the family in both the Christian and the Muslim faiths. This is because the skilful and lively questioning by the teacher and the well-prepared resources enabled all the pupils to begin to acquire knowledge about the significance of Baptism in Christianity and the Call for Prayer in the Islamic faith. The pupils were keen and enthusiastic to know more and the use of 'talking partners' gave them good opportunities to further extend and share their own knowledge and understanding. It allowed them to reflect, and ask questions of each other. This supported not only the good opportunities to develop the use of spoken English and the acquisition of specific subject vocabulary but it gave most pupils the confidence to record in either written or pictorial form.

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

Three lessons were seen in physical education and music. Inspectors observed one lesson in each of design and technology and art and design. In addition, inspectors looked at samples of pupils' work, examined teachers' planning and talked with the staff and pupils about their work.

59. Pupils' enthusiasm for **art and design** is reflected in the work on display around the school. The considerable amount of work, some completed in the first few weeks of the new school year and some from the previous school year, indicates that the pupils are introduced to a wide variety of skills and techniques. In the hall, displays of work completed during the school's last Arts Week show a wide range of good quality work from different countries and included the use of paint, printing, fabric, mosaic and collage. In the good lesson seen in Year 2, the pupils developed their enquiry skills and their imagination.

Starting by selecting a small section of a picture, they carefully completed the image. The work generated a good discussion about shape, materials and textures and the pupils took much pride in their achievements. The displays of work are of a good standard, with some much beyond those normally produced by pupils of this age. Pupils of all abilities are obviously challenged to produce work of quality. The pupils say that they enjoy their work and take a pride in talking about it. Art and design links well with work in other subjects. A series of imaginative and well produced Year 1 paintings were based on a story from an English lesson. ICT is used satisfactorily to support some aspects of the subject. A small group of pupils produced well crafted self-portraits whilst applying their skills in using drawing software. The work is further enhanced by a number of lunchtime art clubs held at different times during the year. A teaching assistant was seen working with eight pupils producing mirrors within a snail shape in the Art Attack club and the quality of work was of a good standard.

60. Pupils in Year 1 and 2 cover an appropriate range of work in **design and technology** and use a variety of materials and techniques effectively. These include planning and making a fruit salad, using construction kits, designing and making moving pictures and constructing different structures and working with some simple mechanisms. Year 2 designs for making a puppet are well set out and show that the pupils have thought carefully about their ideas. The subject links well with other subjects. The good Year 1 lesson observed was linked to literacy work on the story of *Little Bear*. The pupils were enthusiastic about making a three dimensional playboard. They used materials and objects collected the previous day and settled well to the cutting, sticking and making tasks. Design and technology activities are included in the annual Arts Week and pupils show much pride and pleasure in their achievements.

## Music

Provision in music is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils have limited knowledge of musical instruments and composition
- The standards attained are below those expected
- Most teachers lack confidence in developing musical skills

### Commentary

61. Little improvement has been made since the previous inspection. The school has recently purchased a new scheme of work and teachers are beginning to use it to bring some consistency to the development of skills, knowledge and understanding. However, most teachers lack confidence in leading music lessons and this means that most have difficulty in helping pupils to refine their singing, playing of instruments and composition. As a result, progress is rather slow and standards are lower than normally seen among pupils of this age. Pupils listen to a range of music from different countries in assembly but they have insufficient opportunity to appraise and comment on what they have heard and to develop in lessons an appreciation of similarities and differences in styles. Pupils learn a variety of songs and rhymes and, although most are enthusiastic in singing, they struggle to hold a tune and this results in limited progress and improvement. The school has some new instruments but many are old and worn and this does little to enhance music making.
62. In the lessons seen the teaching was satisfactory but often slow paced, without sufficient emphasis on refining the pupils' skills. The lessons were planned well and included a good

range of songs from a variety of cultures so that pupils made satisfactory progress in developing an awareness of a variety of rhythms. Most clap in time to a beat but find it difficult to sing and use actions at the same time. There are opportunities for the pupils to participate in musical events with other schools and pupils spoke fondly of these.

63. The subject features in the school's development plan and there is further training planned to improve the teachers' skills. Although subject leadership has been unsatisfactory, the subject leader is keen to improve the profile of the subject and has attended courses to improve her skills.

### **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The pupils achieve well throughout the school
- Teaching is good overall
- The curriculum is enriched by several good extra-curricular activities

### **Commentary**

64. The pupils' achievement is good in Year 1 and 2 and standards are average. There is a comprehensive programme of work in gymnastics, games and dance and a number of activities provided during the lunchtime enhance the provision. Pupils improve the skills and performance in a range of activities. In a lesson in Year 1 pupils developed their throwing and catching skills satisfactorily. The teacher increasingly develops the challenge for the pupils and they improve their control and skills effectively during the lesson. The pupils rise to the challenge and work enthusiastically with their partners and in small groups. In a Year 2 lesson, the pupils worked well in groups and improved their skills in moving and passing using hockey sticks. They applied themselves well and with much practice improved their ability to control a bean bag with the stick.

65. The quality of teaching and learning is good overall. Where the teaching is successful, the teachers have good subject knowledge, plan thoroughly and have high expectations of the quality of the work and make very clear to the pupils what they are doing. This allows the pupils to feel comfortable to explore and develop their own skills. Overall, the pupils enjoy their work and get involved well in the wide range of activities. Opportunities for the pupils to assess the quality of their performance are limited.

66. There is sound management of the subject and there are appropriate and useful plans to extend the provision. A good improvement since the previous inspection has been the development of extra-curricular activities. In one session, Year 2 pupils worked enthusiastically with a teacher in developing movements to music in an Asian Dancing club and in another, over 20 pupils took part in the parachute club led by a teacher and had an exciting and active time.

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

### **Personal, social and health education**

Provision in personal, social and health education is **very good**.

## **Main strengths and weaknesses**

- The staff help pupils to achieve well by focusing on raising their self-esteem
- The teaching is well planned and often very effective
- The school has several awards for its success in developing this subject

## **Commentary**

67. Pupils make good progress in developing an awareness of themselves and others. The school's extensive provision focuses well on helping pupils to understand a healthy lifestyle. Good attention is given to growth and relationships education as well as information on the use and misuse of substances. There are good links with subjects such as design and technology and science which help pupils come to a secure understanding of how their bodies work and how they might plan a healthy diet.
68. Pupils develop their social awareness well in class, particularly in 'circle times' when taking turns, listening to others and sharing are promoted very effectively. The school's innovative development of the school council where all pupils participate in discussions and guide the council members ensures that their views are carefully considered. One example of the pupils' influence has been the improvements to some of the toilets and the development of the outdoor area. Through these activities the pupils learn much about their role in the community and this also contributes to their understanding of citizenship. Other developments to promote citizenship include the implementation of a buddy system which helps the pupils to take responsibility for each other in reading.
69. The teaching is good and there some very good practice was observed. Teachers encourage discussion and make it clear that all contributions are valued. Pupils respond well by listening carefully to the views of others. Support staff play an important part in helping less confident pupils to participate in lessons by asking relevant questions and sharing key words and ideas. Good use is made of resources such as puppets to attract the pupils' attention. Lessons are planned well and often link with the main themes for assembly. For example, pupils discussed how to help new entrants feel welcome and different ways of communicating when there were language barriers. The school's aims to create a caring and purposeful community are reflected well in this subject which contributes much to pupils' spiritual, moral, social and cultural development.
70. The subject is well led and managed. All staff follow effective guidelines. Good systems are used to monitor the pupils' progress. The school has been very successful in meeting its targets for personal, social and health education and has several awards reflecting its progress and improvement since the previous inspection.

## SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
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

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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