

# INSPECTION REPORT

## **ROSELANDS INFANTS' SCHOOL**

Eastbourne

LEA area: East Sussex

Unique reference number: 114459

Headteacher: Mrs J Miller

Acting headteacher: Miss C Rendle

Lead inspector: Mr Douglas Hayward

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> November 2004

Inspection number: 267588

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant  
School category: Community  
Age range of pupils: 4 - 7  
Gender of pupils: Mixed  
Number on roll: 271

School address: Woodgate Road  
Eastbourne  
East Sussex  
Postcode: BN22 8PD

Telephone number: 01323 726764  
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Appropriate authority: The governing body  
Name of chair of Mr A Clements  
governors:

Date of previous June1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

Roselands is an average size school near the town centre of Eastbourne. Most of the pupils who attend are white and all speak English as their first language. The number of pupils identified with special educational needs is lower than average, as is the number eligible for free school meals. There are no pupils with a statement of special educational need. Very few pupils move in or out of the school each year. Their attainment on entry to the reception classes is as expected overall. The school has, in the last two years, won a number of nationally recognised awards, such as the Investor in People Award and a Schools Achievement Award. The headteacher is currently seconded to the local education authority as a contact adviser.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11575	Catherine Fish	Lay inspector	
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Roselands is an extremely popular, well-run school with **many strengths**. It has a well-earned reputation for providing pupils with a **very good** education. Roselands provides **very good** value for money.

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

- Very good teaching, marked by excellent expectation and challenge, helps pupils to achieve standards that are well above average.
- The headteacher and acting headteacher provide very good leadership. They have helped to build a very strong sense of teamwork and they ensure that the school continues to improve.
- Pupils are very well behaved. They have excellent attitudes to their work and school and an outstanding ability to work together.
- Pupils with special educational needs are very well supported and make very good progress.
- The school has a very strong ethos. It provides a very caring, supportive environment where pupils thrive, mature and look after each other.
- Children make a very good start to school in the reception classes.
- Governors and parents work very hard to support the school and rightly believe it does a very good job.
- The outside area for children in the reception classes does not provide all the opportunities for play that it should.

The school was last inspected in 1999 when it was judged to provide good value for money. Many improvements have taken place and the school is **much more effective** now than it was in the previous inspection. All areas for development identified in that report have been successfully addressed. National standards for seven-year-olds have remained very high. Classroom accommodation is much improved thanks to a recent major building project.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

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

Pupils achieve **very well** overall and have consistently attained **very high** standards for a number of years. Children in the reception classes attain standards that are **well above** those expected by the time they start in Year 1. They continue to achieve **very well** in Years 1 and 2 and, by the time they transfer to junior school, they reach standards in English, mathematics and science that are **well above** those expected at the age of seven.

Standards in the foundation subjects, where judgements are made, are at least **in line** with those expected at the age of seven, and in religious education, information and communication technology, geography, history and physical education they are **higher than expected**.

Pupils with special educational needs achieve **very well**. The very good quality support they receive in classes and small groups from teachers and support assistants helps them to achieve standards that are similar to those of most pupils.

## **QUALITY OF EDUCATION**

The school provides a **very good** standard of education. **Very good** teaching has a positive impact on the standards that pupils achieve. Teachers plan extremely well. They work very closely together to ensure that all pupils have the same opportunities and experiences. They have very high expectations of what pupils can do. Lessons are interesting and exciting and work is planned at just the right level to make pupils think carefully and work hard. Teachers like and care for their pupils and want them to do well. The curriculum is **good**. Pupils' skills in literacy are used very well in other subjects and the school is beginning to use information and communication technology effectively in other subjects. There are good opportunities to make subjects even more interesting through visits out and visitors to school. The school is a **very caring** place. Pupils like it very much. They are **very well** looked after and they feel safe and secure.

The school makes **very good** provision for developing pupils' spiritual, moral, social and cultural awareness. It is particularly good in helping pupils to take responsibility, learn about right and wrong and develop their confidence and self-esteem. Pupils are extremely good at helping each other, with their work or if they are upset. Pupils' attendance is **satisfactory**. Their attitudes to school are **outstanding**. They enjoy and take great pride in their work and do their best at all times. Their behaviour is **very good** in lessons and around the school. They are polite, friendly and work and play together very well.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and acting headteacher work extremely well together and provide **very good** leadership. They have a clear idea about the school's strengths and areas for development and have developed an outstanding sense of teamwork. Governance is **good**. Governors are very supportive and are playing an increasingly decisive part in the running of the school. The school uses its budget very well to provide good levels of staffing and a **very high** standard of education. Subject leadership is **very good**. Co-ordinators play an important part in ensuring that standards of work are monitored and that subject planning is thorough.

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

Links with parents are **very good**. Parents strongly support the school. They are very proud of it and think it does a very good job in providing a very high standard of education. They say that their children really like the school. The school forms **good** links with the community and local schools. Pupils like the school very much. They respect the adults in school and enjoy working with them. Their **excellent** attitudes to school are

evident in lessons, assemblies and other occasions in school and show just how much they like attending.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Ensure that the outdoor areas in the reception classes provide sufficient opportunities for children to move freely between indoor and outdoor physical activities.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is **very good**. Pupils consistently reach standards that are well above those of many other pupils nationally at the age of seven in reading, writing and mathematics. Boys and girls throughout the school, and the very few from minority ethnic groups, do equally well.

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

- The school is very good at helping pupils to achieve as well as they can in the basics of reading, writing and mathematics.
- Pupils have very good literacy skills, which are used very well in a range of other subjects.
- Pupils with special educational needs make very good progress and achieve results that are similar to those of other pupils in their year groups.

#### **Commentary**

1. Children in the reception classes come from a range of backgrounds and from over 30 different pre-school placements. Most achieve very well and, by the end of the reception year, almost all reach standards much higher than those expected in all areas of learning except in physical development, where standards are above expected levels.
2. Infant pupils make very good progress and achieve very well. The school's results in national tests and assessments for seven-year-olds show that they have traditionally achieved very high standards in comparison with all schools nationally, and standards that are above or well above those found in similar schools. The results of the 2004 tests show that pupils have achieved very well again and have attained standards that match those of last year. Results at Level 3 for the more able pupils last year were



above average in mathematics and well above average in reading and writing. These show that the school is very good at helping pupils to achieve very well.

<i>Standards in national tests at the end of Year 2 – average point scores in 2003</i>		
Standards in:	School results	National results
reading	17.3 (17.4)	15.7 (15.8)
writing	16.7 (14.7)	14.6 (14.4)
mathematics	17.7 (17.7)	16.3 (16.5)
<i>There were 60 pupils in the year group. Figures in brackets are for the previous year.</i>		

3. The main reason why results are so consistently high is in the consistent approach to literacy and numeracy that is followed throughout the school. For example, the school sets considerable store by ensuring a thorough approach to teaching phonics and spelling. The benefits are apparent in the pupils' independent approach to reading and their confidence in spelling unknown words. The strong mathematics results reflect the same methodical and thorough approach to learning basic skills.
4. In addition, pupils use their literacy skills very well in a range of subjects. This has a positive impact on the quality of their work. Many pupils have very well developed skills in writing that help them to present ideas and arguments persuasively and attractively. Pupils' skills in numeracy are also applied well, but not to the same extent or consistency as those in literacy. Their skills in information and communication technology are usually applied satisfactorily in tasks that require word-processing or an emphasis on presentation, but are less well applied in other subjects, such as mathematics. In the foundation subjects where judgements are made, standards are as expected, although they are higher than expected in information and communication technology, geography, history, physical education and in religious education.
5. Pupils with special educational needs make very good progress and frequently achieve as well as their peers. The same thoroughness and attention to detail observed in literacy and numeracy are also apparent in the school's organisation for identifying pupils with special educational needs and supporting them in class and in small withdrawal groups.
6. Learning support assistants also play a major part in the success of pupils with special educational needs and those involved with national strategies, such as the Early Learning Strategy, designed to focus on developing literacy skills with particular groups of pupils. These have proved so successful that the school has now devised its own extremely good strategy for numeracy, which it believes has had a significant impact on pupils' achievement in mathematics.
7. There are no discernible differences in the performance of boys and girls, either in tests or in their work in classrooms. Groups are well organised so that boys and girls have opportunities to work together. The very few pupils from minority ethnic groups are fully included in all aspects of the school's work.

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

The attitudes of the pupils to school life are **excellent**. Their behaviour is **very good**. Personal development, including spiritual, moral, social and cultural development, is **very good**. Attendance is **satisfactory** and punctuality is **good**.

### **Main strengths and weaknesses**

- The pupils really enjoy coming to school and have excellent attitudes to everything that goes on.
- Very good relationships throughout the school help to create a purposeful atmosphere in which to learn.
- The pupils very quickly understand the school's very high expectations of behaviour.
- Very good opportunities are provided to support the pupils' personal development.
- The school is working to reduce the amount of holidays taken during term time.

### **Commentary**

8. Pupils' attitudes have improved significantly since 1999, when they were judged to be good. They are extremely keen to start their lessons and activities, because they know they will be fun. In lessons, from the very youngest upwards, pupils show very high levels of interest, engagement and concentration. They talk very enthusiastically about their lessons and activities. They take a pride in their work and always try their hardest. The after-school clubs provided for the older pupils are very well attended and they are eager to have more made available.
9. From the time the children start in reception, they are encouraged to treat everyone with respect, care and concern and thus very good relationships quickly develop. When outside at play, they happily involve anyone who looks lonely, whilst in lessons they work very well together in pairs or groups. On the rare occasions that lessons do not fully engage them, they still listen carefully and remain focused. The pupils are very well motivated. They are prepared to take risks with their learning because they know that they are highly valued.
10. The school sets very high expectations of behaviour. Very good behaviour is seen throughout the school, as it was in the previous inspection. It is a very pleasant place to be because the pupils are polite, friendly and respectful, as well as full of energy and interest. There have been no exclusions from the school for many years. No bullying was seen during the inspection. The pupils say they know what they should do if they are being harassed in any way.
11. The pupils' personal development is very well fostered. This has improved since the previous inspection when it was good. Collective worship makes a good contribution to their spiritual development. In one assembly the pupils broke into spontaneous gasps of amazement and applause. They very willingly take on responsibilities and as they grow in maturity they show more and more initiative. They show concern for others, including those in other countries, by the charities and projects they support, such as a school in Uganda. Their cultural development, described as sound in the last inspection, has improved and is now good, because the school has worked hard to develop pupils' awareness of different cultures, backgrounds and life in a multicultural society. In class, pupils are confident to talk about any issues or

concerns about school life, which results in very good tolerance and respect for others.

12. Attendance in the last school year has improved and is better overall than the figures below. The school is currently working with the local education authority to reduce the amount of holidays taken during term time by restricting this to exceptional circumstances only. Although this initiative is at an early stage, signs are that parents are already reconsidering their holiday plans.

### Attendance

<i>Attendance in the latest complete reporting year (%)</i>					
Authorised absence			Unauthorised absence		
School data:	5.2		School data:	0.0	
National data:	5.4		National data:	0.4	
<i>The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.</i>					

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education, which helps pupils to learn and achieve very well. It provides a **good, well-planned** curriculum and all pupils are included in every aspect of the school's work. Opportunities for enriching the curriculum are **good**. Assessment is **good** and helps pupils to achieve their best work. The care and support the school provides are **very good**. There are **very good** links with parents and **good** links with the community.

### Teaching and learning

Teaching and learning are **very good**. Assessment is **good**.

### Main strengths and weaknesses

- Teaching is consistently very good across the school.
- There is a very strong sense of teamwork.
- Very good planning ensures the same quality provision in different classes in the same year group.
- Very good marking helps pupils to improve their work.
- Teachers have very high expectations of work and behaviour.
- There are very good relationships between teachers and pupils.
- Teaching assistants are occasionally not used effectively.

### Commentary

#### *Summary of teaching observed during the inspection in 36 lessons*

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	16 (44%)	11 (31%)	7 (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.*

13. Teaching is much better now than in the previous inspection. It is very good overall and is the main reason why pupils achieve so well. In 1999, teaching was satisfactory. There are very significant improvements in the quality of teaching that are characterised by a very strong sense of teamwork, very good planning, very good relationships, very good subject knowledge and lessons which have pace and challenge that help to maintain pupils' interest. All parents who returned their questionnaires quite rightly considered that teaching is good.
14. One of the reasons teaching has improved is the stability amongst the staff. This has helped young teachers to learn and share the same approach to teaching and learning from those who are more experienced. This, in part, accounts for the tremendous sense of teamwork amongst the staff and the shared approach to planning. This ensures that whatever class pupils are in, their learning is not affected by differences in teaching quality.
15. There are very good relationships between pupils and teachers, which have a positive impact on pupils' learning. Pupils are confident to ask questions. The teachers' responses to pupils and their answers are always positive and this helps to develop pupils' confidence and raise their self-esteem. No time is lost, and pupils know exactly what is expected of them because teachers make the learning intention of the lesson absolutely clear.
16. There are frequent touches of humour from teachers. They make deliberate 'mistakes' which pupils quickly correct. This is a very effective way of ensuring that pupils are paying close attention. All this helps to create an atmosphere where pupils are happy and eager to learn.
17. Teachers' use of interactive whiteboards in Year 2 is extremely imaginative and effective. They are already an integral part of teachers' planning and capture the pupils' interest. They make learning more interesting and exciting.
18. Work for pupils with special educational needs is very well planned in classes and in small groups and individually where they receive regular support. Special educational needs assistants have been carefully trained to make the most of their time with individuals or small groups, and activities are very effective in helping pupils to achieve very well. Teaching assistants in some classes also play an important part in providing support when their role has been clearly identified, especially during lesson introductions. They are less effective in a few classes when they do not fully engage in activities and rely more on the teacher's guidance about their role.
19. Very good marking, especially of pupils' written work, helps to develop their understanding still further. Teachers' comments are genuine, enthusiastic and positive and offer well earned praise, or constructive criticism. They also provide guidance for pupils about how to improve their next piece of work.
20. The way in which teachers find out what pupils have learned is good. This is a great improvement on the previous inspection where assessment was a key issue for development. In literacy and numeracy, assessment is very good because detailed

information is collected about pupils' achievements and this tells teachers what they need to plan next to help pupils learn. Pupils are often involved in setting their own targets so they are fully informed of what they need to do to improve. Very good analysis of national tests means that the school is always aware of what it needs to do to continue achieving high standards. Assessment in subjects other than English and mathematics is developing well and the assessment co-ordinator has very good ideas about how to achieve further success in this area.

## **The curriculum**

The curriculum is **good** and there are good opportunities for enrichment. The school is **very good** at including all pupils in its work. The accommodation and resources are **good** overall.

## **Main strengths and weaknesses**

- The school is good at adapting the curriculum to meet the needs of all pupils.
- Provision for pupils with special educational needs is very good.
- The range of enrichment activities is good.
- Good use is made of the accommodation and resources to enhance learning, although the outside area for children in the reception classes does not provide all the opportunities for play that it should.

## **Commentary**

21. The school offers a broad and exciting curriculum for all its pupils. All the issues from the previous inspection have been addressed. Statutory requirements for the National Curriculum and religious education are fully met. Children in the Foundation Stage receive a good quality curriculum, which prepares them very well for the National Curriculum. Very good emphasis is placed on personal, social and emotional development, communication, language and literacy and mathematical development. The curriculum for physical development is limited by the present outdoor facilities. The school is aware of this and ensures that there is a good emphasis on physical development in the formal hall-based sessions.
22. Good curriculum planning means that pupils are supported and challenged in their learning and achieve well above average standards. Good links are made between subjects and pupils' writing skills are used very well in other subjects.
23. The curriculum in Years 1 and 2 is very well planned and ensures that pupils receive very good learning experiences. They are very well prepared for the next stage in their education.
24. All pupils have equal opportunities to participate in activities. Provision for pupils with special educational needs is a strength of the school. Pupils' individual needs are identified early and targets for development are made clear in their high quality individual education plans. The school is good at modifying the curriculum to meet the needs of pupils. For example, the transition from the Foundation Stage curriculum to Year 1 is very well managed so that during the autumn term pupils are gradually introduced to the more formal setting of learning.

25. Curriculum enrichment is good and is an improvement on the previous inspection. There is now a good range of extra-curricular activities, and visitors to the school and visits to places of interest help pupils learn from direct experiences that make their learning fun and exciting. Resources are good overall and very good for information and communication technology. The recently introduced interactive whiteboards in Year 2 have had an immediate impact on pupils' learning. The newly built extension has been a welcome addition to the school and now provides spacious accommodation. The outdoor area for children in the reception classes is satisfactory overall, but there are limited opportunities for them to experience all the activities they should have free access to and prevents the flow between indoor and outdoor activities occurring naturally. This means that they do not have free access to some equipment where they can develop physical and social skills.

### Care, guidance and support

The school ensures the health, safety and welfare of its pupils **very well**. It provides them with **very good** quality support and guidance. **Good** systems are in place to take the pupils' views into account.

### Main strengths and weaknesses

- Pupils have very good relationships with an adult they can trust.
- The school provides a safe, secure and welcoming environment for its pupils to work and play in.
- The school uses its assessment data well to provide pupils with very effective guidance and advice.
- The pupils have an effective voice in the school.
- A good induction programme helps pupils to settle in very quickly.

### Commentary

26. A major key to the school's success is that the pupils know there are adults in school to whom they can turn if they have any concerns or problems. They know they will be taken seriously and that adults will do their very best for them. Pupils feel very safe, secure and very well supported, and so are able to give their full attention to their learning. The same high quality care, guidance and support were evident in the previous inspection.
27. The school's very good procedures are used very well and cover all aspects, including child protection and risk assessment. Pupils with specific medical conditions are very well supported. First aid is provided very sympathetically and efficiently. Accident records are very carefully monitored to identify and address any patterns that require investigation. Supervision is very good at all times. The school is part of the 'Healthy Schools' initiative and the free fruit scheme. Pupils particularly enjoy this at morning break time.
28. The school uses academic and pastoral information very well. It identifies those pupils with special educational needs at an early stage and supports them very well. This ensures that they make the same very good progress as everyone else. Parents speak enthusiastically about the way their children are nurtured and the very high level of

maturity they reach during their time at the school. The school promotes pupils' personal development very well because it identifies and targets help to any pupils who need extra support to build their confidence and self-esteem.

29. A school council was started just over a year ago and this is proving to be an effective way of involving the pupils in what goes on. Regular meetings follow class discussions and ideas put forward are given serious consideration. Pupil councillors feed back to the class on decisions made. The pupils have been involved recently in planning what they would put in their dream playground and their suggestions have been included in a bid for funds to develop the school grounds.
30. The youngest pupils have settled very well into school life. This is due to the good induction programme that is in place, together with the friendly welcome they receive from the staff each day. The few pupils who start at times other than in September into the reception classes also settle quickly because they are provided with a 'buddy' and other pupils are very welcoming.

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

The school has **very good** links with its parents. Its partnerships with other schools and the community are **good**.

### **Main strengths and weaknesses**

- The parents are highly supportive and very happy with the school.
- Good quality information is now provided to parents.
- Good links with the next schools help smooth the transition to the next stage of education.
- The school uses its local community well to support its pupils' development.

### **Commentary**

31. Parents have a very high regard for the school and are very supportive of it. The school is very approachable and communication is very easy through message boards, home-school books and formal and informal meetings. The staff listen carefully to what parents tell them about their children and use this information well. As a result, high levels of trust and a very good working relationship develop, which effectively promote good learning amongst the pupils. Very good teaching, very high expectations and very good progress are some of the aspects identified by parents as strengths of the school. Something that greatly impresses them is the high degree of consistency across the three classes in each year group, which they find very reassuring. The team confirmed all these very positive comments. Links between the school and parents and the community are much better than they were at the time of the previous inspection.
32. A few concerns were raised about how the parents' views are taken into account. Currently, the school only asks the parents of pupils leaving at the end of Year 2 to complete a questionnaire, but they are encouraged to make suggestions and concerns which are always dealt with promptly. This apart, the parents rightly see the school as

very caring and supportive and somewhere their children are very highly valued and nurtured.

33. Some parents, in their parent questionnaires, expressed concerns about the information they receive. The quality of reports was criticised in the previous report. Improvements have been made, but the school knows there is more to do to provide parents, particularly of pupils in Years 1 and 2, with better information about how their children are doing in subjects other than English and mathematics and in personal development, which are very well reported. Parents receive a helpful outline of what their children will be doing at the start of each year, but this does not contain specific information about topics to be covered; parents would like this, so they could support their children more. Other information for parents is of very good quality, providing them with a very good overview of what is going on in school.
34. Most pupils transfer to one local junior school. Parents speak very highly of the smooth transition their children make. Regular visits between the schools by staff and pupils and the efficient passing on of information support this process well. Special care is taken to ensure the smooth transfer of pupils with special educational needs so they settle as quickly and happily as their peers. The school is careful to take account of the few pupils who move to other schools; discussions about moving on are general, so no-one feels left out. The school liaises closely with the many pre-school provision providers.
35. The pupils' personal development is well promoted through regular visitors to school, such as the police and the fire brigade. The local vicar is a member of the governing body and comes into school, for example, to show children in reception how a baptism is performed. Pupils sing at a local residential home at Christmas and a mathematics trail has been organised by the co-ordinator in a local supermarket.

## **LEADERSHIP AND MANAGEMENT**

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

### **Main strengths and weaknesses**

- The school is led very effectively.
- There is a very strong sense of teamwork which ensures that the school achieves its aims.
- The school evaluates itself very well to improve the quality of education.
- The school is very strongly committed to include all pupils in all activities.
- The governors are very supportive and have a good understanding of the school's work.
- Management is very good overall but aspects of day-to-day financial management require improvement.

### **Commentary**



36. The headteacher and acting headteacher provide very strong leadership to the school. Their determined drive for excellence has led to high standards being maintained for a number of years, with all pupils achieving at much better than expected rates. Currently, the headteacher is seconded to the local education authority as an adviser. Governors regard this as rightful recognition of her strong leadership and the school's success. They and parents say that the transition to an acting headship has been 'seamless' and reflects the acting headteacher's own qualities.
37. Teamwork is a very strong feature in the school. The quality of leadership and management of subject co-ordinators is very good. They use a variety of very good methods to monitor and evaluate learning, including classroom observations, analysing work and talking to children. Information is fed back to staff and enables them to improve their teaching. Leadership and management of special educational needs are very good. Pupils with special educational needs achieve at much better than expected rates.
38. The school is committed to ensuring that all pupils are fully included in all aspects of its work. Additional support both within class and in groups outside the classroom ensures that pupils with special educational needs are fully included. Planning in year group teams is very good and ensures that all pupils receive the same quality of education.
39. The management of the school is very good. Teaching and support staff are very well managed by the headteacher and acting headteacher. Day-to-day routines are usually good, and the recent audit report from the local education authority shows financial management and controls to be sound. The school has not yet had time to address the issues raised in the report. The school applies best value principles very effectively by ensuring they receive value for money in purchases, they compare themselves with other schools and consult pupils and parents via the school council and groups. The school carries out very high quality self-evaluation procedures. Judgements about performance are honest and accurate. When issues do arise the headteacher, acting headteacher and staff take very effective action to address them. For example, when writing standards dipped, action by the school ensured that these soon returned to high levels. The school improvement plan is well thought out with targets which move the school forward. Performance management procedures are very good and linked very effectively to the needs of both the whole school and individual members of staff. This has a very positive effect on improving the quality of education. New staff are inducted very well and support given ensures that pupils in their classes benefit from teaching which improves their learning.
40. School governance is good. Governors are well informed and give the school very good support. A range of appropriate committees and individual governors ensures that finance and curriculum matters are monitored. Governors fulfil their legal responsibilities including disability and race legislation. They comply with recent legislation regarding child protection.
41. There has been very good improvement in the leadership and management since the previous inspection. The role of the deputy headteacher has been developed very effectively. There is a very strong sense of teamwork and self-evaluation skills have been developed very well to ensure any issues are quickly and very effectively dealt

with. Pupils achieve very well and attain very high standards. Their attitudes to school are now excellent. The school has improved very well since the last inspection, its unit costs are below the national average and it is judged to provide very good value for money.

<i>Financial information for the year April 2003 to March 2004</i>			
<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	503,168	Balance from previous year	27,952
Total expenditure	501,576	Balance carried forward to the next	29,544
Expenditure per pupil	1,858		

## **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 **very good**.

42. Children enter the reception classes in September. They attend on a part-time basis until the start of the term in which they are age five. There was a total of 88 full- and part-time children during the inspection based in three classes. Attainment on entry is at the expected level. The good quality curriculum covers the recommended areas of learning well. It is very good in the areas of personal, social and emotional development, communications, language and literacy and mathematical development.
43. Planning is very good and is similar in each of the three classes. Identification and support for children with special educational needs is very good, ensuring they make progress in line with other children. Assessment is of high quality and used very effectively to develop learning. Visits to the local area as part of knowledge and understanding of the world enhance learning. Outdoor facilities within the school grounds are limited and as a result there are too few opportunities for spontaneous play activities.
44. There is very good leadership and management of the Foundation Stage. The Foundation Stage team work very effectively together to ensure that all children receive equality of opportunity and learn very well. There has been good improvement since the previous inspection. The quality of education has improved from good to very good. Teaching and learning are now very good and as a result children achieve at a higher rate than previously. The children in reception get off to a very good start to their education. Liaison with Year 1 is very good and this has a very good impact on the transition to the main school

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

Provision in 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 put a very strong emphasis on developing independence.

#### **Commentary**

45. Children enter reception with a wide range of social skills. Teachers and support staff provide very good quality learning and teaching activities and as a result children achieve much better than expected. Children learn what is expected of them because teachers and support staff have very good routines in place. Very good emphasis is placed on developing independent learning by using choice or activity boards. Children learn how to relate to others and co-operate in the garden centre role-play

areas. Teachers and support staff work very closely together giving the children very good role models to base their behaviour on. Class sessions on the carpet are used very effectively to teach children the importance of taking turns and listening to what others say. By the end of reception, children attain at much higher levels than those expected in the Early Learning Goals for children in the Foundation Stage. They achieve very well, persevering at tasks which challenge them. Children relate very well to each other and show very good, and at times excellent, attitudes to their work.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good role models are provided for speaking skills.
- Story telling is used very effectively to develop learning.
- Resources are used very effectively.

### **Commentary**

46. Children achieve very well because there is very good quality teaching and learning in all three classes. They learn how to speak in sentences because of the good models provided by adults. Children are given many opportunities to speak to adults and other children. Very occasionally adults miss opportunities to develop language by questioning children who are on own-choice activities. Children learn that pictures have meaning in story time. Stories are very well read, enhancing the children's knowledge of the importance of reading with expression. Children learn very well because they are encouraged to sit in the book area and handle books. Teachers and support assistants ensure that children develop writing skills by allowing them to mark make and trace over letters. Nursery rhymes are used very effectively to develop pupils' understanding of different types of writing. By the end of reception, children attain at much higher than expected levels. They show very good speaking and listening skills. Children read and understand sentences, and write sentences with recognisable letters, making good attempts at spelling.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Counting skills are developed very well.
- The language of mathematics is very well developed.
- Resources are used very effectively to develop mathematical understanding.

### **Commentary**

47. Children achieve very well because teachers and support assistants ensure that very good quality teaching and learning opportunities are found in all three classes.

Children learn about counting in a variety of ways. Time spent counting while waiting for children to return from the washroom enhances learning. Number songs are used very effectively to develop learning and improve counting skills. Learning the language of mathematics is an important part of lessons, shown when adults talk about 'over' and 'under'. Teachers use a wide variety of resources very effectively to develop learning. Spiders' webs and counting blocks keep children interested and as a result they learn well. Children are eager to learn; they apply themselves very well, allowing teachers and support assistants to concentrate on giving support to groups and individual children. By the time they leave reception, children are attaining standards that are well above average. They count numbers above 20 and carry out simple addition and subtraction. They name a range of two-dimensional shapes.

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

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

### **Main strengths and weaknesses**

- Teachers use children's own experiences very effectively.
- The wider environment is used effectively.
- Practical activities are used to develop children's understanding of the world.

### **Commentary**

48. Children achieve very well because there is very good quality teaching and learning which builds very effectively on what the children already know. Asking children to discuss with a 'talking partner' what they did at half term gives them an understanding of their position in the family. Visits out give children an insight into the local area. Activities which interest the children enhance learning very effectively. Maps drawn by children showing 'teddy's' route to school develop an understanding of geographical elements of the area. Children develop their construction skills very well because they are provided with construction kits to build their own models. Stories such as the 'Good Samaritan' are used very effectively to develop an understanding of religious education. Children develop their computer skills very well because computers are available in the choice sessions. Teachers enhance learning in the information and communication technology aspect of the area by using resources which really catch the imagination of the children, for example a metal detector. By the end of reception, children have much better than expected levels of knowledge and understanding of the world. They have a very good understanding of the world around them.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Indoor physical activity sessions are very good.
- Children show very good attitudes.
- There are insufficient opportunities for spontaneous outdoor play.

### **Commentary**

49. Children enter the reception class with a wide range of physical skills. Larger scale movements are good but many children are admitted with cutting skills at lower than expected levels. Although teaching and learning are very good in formal sessions, there are weaknesses in the provision for outdoor play and for this reason teaching and learning are judged to be good overall. Children achieve very well in formal situations but achieve less well than expected in areas such as spontaneous play and outdoor activities. The root cause is a lack of resources and accommodation, weaknesses which the school has already begun to address. Children are eager to learn. They concentrate very well and respond very well to the teachers' expectations

of very high standards of behaviour. Teachers enhance learning by the very effective use of demonstration of good performance. Skill development is well addressed by getting children to cut out shapes such as spiders. Occasionally, shapes are a little too complex and this results in additional support being given. By the end of reception, children attain at higher than expected levels overall. They move with confidence and use equipment confidently.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teachers give children a very good range of creative activities.
- Resources are used very effectively to develop learning.
- Children have very good attitudes.

### **Commentary**

50. Children develop their creative skills very well because teaching and learning are very good. There is very good achievement because children are given many very good creative activities. They investigate and discuss colours, draw and paint and perform songs. Teachers develop learning effectively by asking children questions about the effects of adding different colours when mixing. Children are given a very wide range of resources and this allows them to produce good quality collages and painting. Children develop their musical skills very well. Teachers choose music that is tuneful and keeps the children interested. Adults enhance learning by being good role models when they enthusiastically join in the singing. The musical aspect of the area is linked very well to both the literacy and numeracy areas and very effectively develops learning in both areas. By the end of reception, children attain at much better than expected levels.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Pupils attain consistently very high standards in reading and writing in national tests.
  - The development of writing and spelling skills is very good.
  - Very good teaching promotes high standards.
  - Subject leadership is very good.
51. Pupils achieve very well. There is a strong tradition of very high standards at Roselands and pupils attain standards in English that are well above those expected nationally. Pupils' skills in literacy are consistently improved and extended as they move through school so that they are constantly achieving their best work. Boys and girls do equally well. Pupils with special educational needs also achieve very well. Infant pupils identified with special educational needs invariably attain the nationally expected levels in English.
52. The quality of teaching and learning is very good overall and, occasionally, excellent. Lessons are very thoroughly planned so that pupils of all abilities have work that is pitched at just the right level to challenge them. The lesson structure allows sufficient



time to focus on the development of specific literacy skills. Pupils have very good speaking and listening skills. They invariably sit in rapt attention while the teacher is talking to them, The use of games, rhymes and puppets in Year 1 and the interactive whiteboard in Year 2 makes learning even more fascinating and there is a real element of fun in lessons.

53. Pupils have many very good opportunities to develop their writing skills. There is a consistency of approach between teachers throughout the school that ensures pupils know exactly what to do. Work is presented in a set way, spellings are self-corrected in a uniform style and the teachers' high expectations become the norm, so pupils do not have to be reminded about what to do. This means that hardly any time is lost and pupils learn much more easily and effectively. They learn how to plan their stories so that they are not 'stuck' for ideas half way through. It is quite remarkable that these young pupils are able to maintain their concentration for the time it takes to write such lengthy stories. The quality of their learning is evident in the content and detail of their writing.
54. There are also set routines intended to develop their reading skills. Their reading books are regularly monitored and pupils are well aware of the strategies they should try if they do not recognise a word. They become enthusiastic and discerning readers, able to discuss a story plot in detail and argue the qualities of characters in the book.
55. Pupils learn very well because they are clear about what they have to do and how they should improve. They are well aware of their own literacy targets and know how they can achieve them. Teachers' marking also provides extremely good pointers about their work. It points out the strengths and how the pupil has improved his or her work, as well as indicating where future work can be improved.
56. The quality of leadership and management is very good. The subject co-ordinator sets an excellent personal example in her own teaching for others to emulate. She monitors pupils' work and the quality of teaching on a regular basis and is very influential in maintaining the high standards that the school has enjoyed for so long. The role of the co-ordinator has strengthened since the previous inspection. This has helped to maintain very high standards in pupils' speaking and listening and reading, and improve standards in writing.

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

57. The major benefits of such high standards in English are the quality of the pupils' written work in other subjects, the way in which their reading helps them to find information or understand instructions to help them work independently, and the quality of discussion in lessons. Language and literacy make a very important contribution to other subjects. For example, pupils write up their investigations in detail so that no important facts are missed out. The skills they learn in writing lists are applied well in their design and technology work, when they write a sequence about making a fruit salad. Importantly, pupils are able to describe, in detail, work they have done in previous terms, reflecting not only their very good language skills, but also the quality of their learning.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well because teaching is very good.
- The quality of support for pupils who have special educational needs is very good.
- Teachers know their pupils very well and plan work that is challenging.
- Subject leadership is very good.

### **Commentary**

58. Standards in mathematics are well above average and boys and girls achieve very well. Standards are even higher than they were during the previous inspection, and mathematics has remained a strength of the school. The school has continued to keep mathematics as a focus for development by continually evaluating how it can improve on what it is already doing well.
59. Pupils learn very well because of very good teaching. This ensures that pupils attain very high standards and achieve the best work that they are capable of. There is a strong emphasis on teaching the basic skills in numeracy and teachers are skilful at planning activities that are both challenging and exciting. Very good use is made of the interactive whiteboards in Year 2 as a tool for teaching and engaging pupils' interests. Teachers expect pupils to work hard and this has led to them achieving a considerable amount of work in each lesson, often independently. Pupils are very successful at problem solving in mathematics because they have such positive attitudes and want to do well.
60. Pupils with special educational needs make very good progress in numeracy lessons because of the very good support that they receive from teaching assistants. Specific targets appropriate to pupils' needs are reviewed on a regular basis. They are given plenty of opportunities to work on these areas of learning so they can achieve their best.
61. The school has made very good use of the information it has gathered about pupils' achievements and has shared this successfully with them so they know exactly what they have to do to improve. Detailed information is collected about pupils, which tells teachers what they have to plan next.
62. The co-ordinator provides very good leadership and management. She has a clear sense of direction and constantly strives for high standards. Teaching and learning are monitored very effectively and inform the future development of the school.

### **Mathematics across the curriculum**

63. Provision for using mathematics in other subjects is satisfactory. There are occasions when mathematics computer programs are used well to develop basic skills and an attractive display highlights mathematical patterns in different cultures. Graphs are occasionally evident in science work, and pupils measure carefully to produce design

drawings for their design and technology work. However, the limited occurrence of mathematics in other subjects indicates that opportunities to link mathematics with subjects such as design and technology, science and geography are sometimes missed. This means that pupils had few opportunities during the inspection to apply their considerable mathematical skills in other subjects.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- There is very good emphasis on developing investigations.
- Teachers plan lessons very effectively.
- Pupils are eager to learn.
- The co-ordinator leads the subject very effectively.

### Commentary

64. Standards of attainment are well above average at the end of Year 2. The most recently published teacher assessments show similar attainment. Inspection evidence shows that pupils with special educational needs make very good progress and achieve in line with other pupils. There is no observable difference in achievement levels between boys and girls. Pupils build very well on their previous knowledge and apply it when carrying out investigations, achieving very well throughout the school. They show particularly good knowledge and understanding of their own bodies, healthy eating and the properties of materials.
65. The quality of teaching and learning is very good. Lessons are very effectively planned. Teachers ensure that there is a very good balance between their input and opportunities for the pupils to investigate. Questioning and discussion are used very effectively to help children learn enquiry and investigation skills. Pupils respond very well to the teachers' expectations of very high standards of behaviour. This ensures no time is lost and enhances learning. Children learn about and gain a better understanding of the properties of materials when resources such as electronic microscopes and interactive whiteboards are used very effectively. Teachers develop learning very effectively by the methods they use. A cup of water being 'accidentally' knocked over led to much very good learning about absorbent and non-absorbent materials. Teachers include all pupils in all aspects of the lessons. They use assessment procedures very effectively to develop learning.
66. Leadership and management are very good. The co-ordinator is very committed to raising standards. There has been very good monitoring of the subject, including discussions with pupils, to identify areas of strength and development. Her very good leadership and management coupled with the very high quality teaching have a very positive impact on the very high standards in the subject. There has been very good improvement since the previous inspection in raising standards, improving the quality of teaching and improving the rate of pupils' progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

67. Only one ICT lesson was taught during the inspection, so it is not possible to make a firm judgement about the school's provision. Available evidence indicates that standards in ICT for seven-year-olds are above expectations. Boys and girls achieve equally well. Pupils with special educational needs achieve well. The use of computer programs in English and mathematics to develop basic skills is an effective way of planning work at a suitable level for all pupils. There is a significant improvement in standards since the last inspection when they were judged to be below expectations. It reflects the time, attention, expertise and resources that the school has invested in the subject.
68. Many pupils at Roselands have access to a family computer at home, some have their own personal computer and many use computers on a regular basis for purposes other than playing games. They are adept at processes such as independently loading, retrieving information and printing it. A few pupils use the Internet to find information to use on their school projects and some are e-mailing friends in other parts of the world, including one pupil who has recently left the school.
69. Although no direct teaching of ICT skills was observed, teachers in Year 2 consistently used the interactive whiteboards in their classrooms to improve learning. By using ICT they significantly added to the impact of the lesson content and this helped to engage pupils, hold their attention and make the subject content easier to understand, resulting in better learning. Pupils are learning alongside teachers how to make the most of them and teachers consistently plan opportunities for the pupils themselves to use them during lessons.
70. Leadership and management are very good. The co-ordinator has very good personal levels of ICT skill and his influence, knowledge and support have been influential in improving the school's provision and pupils' achievement in ICT. He has carefully monitored the use of interactive whiteboards. He has also monitored the use of ICT across the curriculum, although this is at an early stage in subjects other than English and mathematics.

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

71. The pupils' use of ICT across the curriculum is satisfactory overall. Teachers' use of interactive whiteboards, seen to support five different subjects during the inspection, is very effective, making learning more exciting and capturing pupils' interest. ICT is used particularly well in writing, with pupils word processing lists of instructions and autumn verses. This shows them the value of presenting their work in different ways. In mathematics and science, there is less evidence of the use of different programs and this confirms that it is not yet a regular and consistent feature of teachers' planning, and this sometimes limits the level of challenge for the more able pupils.

## **HUMANITIES**

### **Geography**

72. At the time of the inspection, geography was not being taught. This is because of the way the school organises its teaching time for humanities. It is therefore not possible to make a firm judgement on the school's overall provision for geography.
73. Evidence was collected from discussions with teachers and pupils, planning documents and an analysis of pupils' written work in geography. Progress was considered to be satisfactory at the time of the last inspection. The evidence sampled during the inspection suggests that pupils are exceeding standards that are expected for pupils of the same age.
74. Planning for geography is good and shows that skills are being developed as pupils progress through the school, enabling all pupils to achieve well. There is no apparent difference between the achievement of boys and girls and pupils with special educational needs achieve in line with their peers. Pupils in Year 2 talk knowledgeably about their recent topic on mapping skills, suggesting that teaching of this topic was thorough and interesting. They can name the countries of the British Isles and locate Eastbourne on a map of England. They use the correct geographical vocabulary to describe their local area and understand the features of a seaside town in detail. Work on display shows a good degree of understanding of how to create a plan of the classroom. The digital camera was used effectively to help pupils understand this concept.
75. Co-ordination for geography is satisfactory. The co-ordinator has begun to collate samples of work for assessment purposes but has not yet carried out any monitoring of teaching and learning to further raise standards.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Work is planned well to develop pupils' understanding of change over time.
- Good use of resources to make history come alive.
- There has been no recent monitoring of teaching and learning.

## Commentary

76. Attainment is above that expected at the end of Year 2. Pupils achieve well because teaching is well planned and effective. Pupils can remember in detail what they have learned in previous years, showing that they learned thoroughly and enjoyed their work. They are beginning to develop a sense of chronology and can talk about things that happened in the recent and distant past. There are no observable differences between the achievement levels of boys and girls or those with special educational needs.
77. Teaching and learning are good. Lessons are planned well, with good use of resources to help pupils understand what life was like in the past. In the lessons observed, pupils developed a good understanding of famous people in history through lively and interesting teaching. A good range of teaching strategies help to involve

pupils actively in their work; for example, the use of paired discussions and recording of ideas.

78. There has been good improvement since the previous inspection when pupils' progress was considered to be satisfactory. Leadership and management of history are satisfactory. The co-ordinator has begun to collate samples of work for assessment purposes but has not yet carried out any monitoring of teaching and learning to further raise standards.

## **Religious education**

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

### **Main strengths and weaknesses**

- Teachers use discussion very effectively but occasionally miss opportunities for pupils to record work.
- Lessons are interesting and this results in very effective learning.
- Pupils are eager learners.
- The subject is very well led and managed.

### **Commentary**

79. Attainment at the end of Year 2 is well above that expected in the syllabus taught in local schools. All pupils achieve very well because of the quality of teaching and work which interests and stimulates learning. There are no observable differences between the achievement levels of boys and girls or those with special educational needs. Pupils show very good knowledge and understanding of Christian festivals and special books and places in both Judaism and Christianity.
80. Teaching and learning are very good. Teachers plan lessons very well, taking care to ensure that pupils learn both about and from religion. Learning is very well enhanced when teachers use stories such as 'The Good Samaritan' and relate it to helping others. Teachers develop learning very well when they build on the pupils' own experiences. Very good discussions on why we need friends are linked very well to the story of 'Jesus and His Friends'. Children learn how the principles of major religions can be applied to their own lives. Pupils are eager to learn. They join in discussions with confidence, expressing their ideas very well. There is some recording in the subject but at times this is limited. This limits opportunities for pupils to apply their writing skills across the curriculum. Pupils respond very well to the expectations of high standards of behaviour. This enhances learning very well because it allows teachers to concentrate on imparting knowledge and giving support where it is needed.
81. There is very good leadership and management. The co-ordinator has worked very hard and successfully to address issues raised in the previous inspection report. She has improved the policy document and put in place a new scheme of work. Assessment procedures, a key issue in the previous report, have been improved and a good quality system has recently been put in place.

82. There has been very good improvement since the previous inspection. The key issue of assessment has been successfully addressed. There has been a rise in standards, the quality of teaching and learning has improved and pupils' attitudes have improved from good to very good.

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

### **Design and technology**

83. No lessons were timetabled during the inspection so no judgement can be made about provision. In the last inspection, standards were above expectations. In discussion, older pupils could remember some of the work they did in Year 1 and how they joined different materials together. More recently they have worked in pairs to make different types of dwellings from paper and card based on their detailed design drawings. They can offer good explanations for their particular choices of materials and one or two can suggest improvements they would like to have made, but there is little evidence of thorough evaluations of their work.
84. The subject co-ordinator offers satisfactory leadership and management. She has only recently taken on responsibility and has already carried out an audit of planning and resources which has provided her with good ideas about how she can influence the development of the subject and pupils' learning.

### **Music**

85. It was not possible to observe more than two lessons during the inspection and therefore there is not enough evidence to make a firm judgement about provision. Evidence was gathered from discussions with pupils and teachers and from planning documents. At the time of the previous inspection, pupils were considered to be making satisfactory progress.
86. The co-ordinator for music has made good progress in supporting teachers in their planning. This evidence shows that there is clear progression in the development of musical skills throughout the school. She has worked alongside colleagues, demonstrating and modelling music teaching. As a result, many teachers, who themselves have strong musical backgrounds, have developed the skills necessary to teach music. In the lessons observed, pupils explored the elements of pulse and rhythm and achieved well, but there were limited opportunities for them to investigate or refine these skills and therefore to develop their musical ability as fully as possible. Singing throughout the school is tuneful and pupils learn new songs quickly.
87. Opportunities for enrichment are good. There is an after-school music club and pupils have good opportunities to participate in school musical productions. Visitors to the school have provided occasions for pupils to hear live performances and have increased pupils' knowledge about music in different cultures.

### **Art and design**

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

## Main strengths and weaknesses

- There is not enough emphasis on teaching correct techniques.
- The newly appointed co-ordinator has many good ideas about how to improve provision.

## Commentary

88. Standards in art and design in Year 2 are as expected and pupils achieve satisfactorily. In the previous inspection, standards were judged to be higher than expected. Since then, a very talented and enthusiastic art and design co-ordinator has left the school and standards are now in line with those expected. Colourful displays in Year 1 are well linked to an autumn theme and include spatter painting, leaf rubbing and collage work. Work in Year 2 is limited and is restricted to observational drawings using pencils, chalks and pastels.
89. Planning suggests that art and design coverage is satisfactory, although there is very little artwork on display around the school which promotes 'awe and wonder'. Much of the display work in classrooms and larger areas is currently in the form of posters or teacher led display, or teacher initiated work. Teaching and learning during the inspection ranged from very good to satisfactory and are satisfactory overall.
90. Opportunities are missed to use an appropriate range of techniques and media to make the most of current themes. This results in pupils' work lacking flair and excitement. For example, for work linked to Bonfire Night in Years 1 and 2, pupils did not use wide brushes to paint a background wash, and paper and brush sizes had already been decided by teachers. When teaching was most successful, the interactive whiteboard was used very effectively to offer pupils ideas and to create a mood of excitement and to enhance their learning.
91. The newly appointed co-ordinator provides satisfactory leadership and management, but has already carried out a comprehensive audit of what needs to be done to improve provision, and has many good ideas for the development of art and design in school. These include regular use of 'ideas books' in which pupils can experiment with different media, and training for staff from artists who will encourage them to practise different techniques which can then be passed on to pupils. Other good ideas include links with a secondary school, using their resources, such as kilns, for their clay work.

## Physical education

Provision in physical education is **good**.

## Main strengths and weaknesses

- There is good use of apparatus.
- Pupils show good attitudes and awareness of health and safety.
- Gymnastics is well taught, but aspects of dance lessons need developing.
- An after-school club enhances learning.



92. Standards of attainment are above expected levels at the end of Year 2. Pupils achieve well because they are encouraged to evaluate their own and others' performance. All pupils are included in lessons. There is no difference in achievement levels of any particular groups of pupils. Pupils move with confidence, they show good awareness of space and improve their performance.
93. The quality of teaching and learning is good. It is stronger in gymnastics than dance. No games sessions were observed during the school day. The quality of teaching dribbling skills in the after-school club was of a very high standard. Pupils learn about the effects of exercise on the body because teachers use questioning effectively in warm-up sessions. In gymnastic sessions, learning is enhanced very well by a good mix of floor and equipment activities. Pupils know what they are going to learn because teachers explain what is happening very clearly. Pupils are given good ideas on how to improve their performance when they watch and comment on the performance of other pupils. Teachers link physical education effectively to other areas of the curriculum. A poem on fireworks was used to stimulate learning in a dance lesson. In gymnastics, pupils are kept interested because of the brisk pace. They respond very well to the high expectations of behaviour, showing very good attitudes. In dance lessons, learning is slowed because pupils spend too long being inactive in the lessons. Teaching in the after-school club is very good because particular attention is paid to developing skills such as dribbling. Pupils who attend this club learn very well and show very good improvement in their skills.
94. There is good leadership and management in physical education. The co-ordinator has effectively monitored the subject. She is committed to raising standards and clearly understands the strengths and weaknesses of the subject and where improvements are needed.
95. There has been good improvement in leadership and management of the subject since the previous report and the achievement of pupils has improved. Resources have been very well developed and the school is rightly proud of its Sport England Activemark award.

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

96. Too few lessons were observed to make a firm judgement on the school's provision. Evidence strongly suggests, however, that the school places considerable emphasis on pupils' personal development. It is extremely good at making the most of pupils' social and personal skills when they start school and developing those even further. Throughout the school there are frequent opportunities for pupils to develop in confidence, to be motivated in their learning and to succeed in all they do. During the school day there are many opportunities for all pupils to take responsibility, which they do with great eagerness and success.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	