

# INSPECTION REPORT

## **Shelton Infant School**

Shelton Lock. Derby

LEA area: City of Derby

Unique reference number: 112745

Headteacher: Mrs. S. Walker

Lead inspector: Mr. M. J. Johnstone

Dates of inspection: 20.09.04 – 22.09.04

Inspection number: 267652

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	208
School address:	Carlton Avenue Shelton Lock Derby
Postcode:	DE24 EJ
Telephone number:	01332 700353
Fax number:	01332 700353
Appropriate authority:	Governing body
Name of chair of governors:	Mrs. Anita Bates

Date of previous inspection: 01.03.99

## CHARACTERISTICS OF THE SCHOOL

The school is situated in an urban area on the outskirts of Derby. It is about the same size as other primary schools with 208 pupils on roll. There are 118 children in the Foundation Stage including 45 who attend part-time in the nursery. The pupils' families live in a mixture of housing, including private, rented and sheltered housing, although many of the pupils come from a nearby public housing estate. The area served by the school has features of social and economic disadvantage. Attainment on entry is generally below average, although the full range of ability is represented. The percentage of pupils known to be eligible for free school meals is broadly average (21%). About five per cent of the pupils are from minority ethnic backgrounds, with the majority from the Indian sub-continent. There are no pupils at the early stages of English language acquisition. The percentage of pupils identified as having special educational needs (5%) is below the national average. Three pupils have a statement of special educational need. The main areas of need relate to speech or communication difficulties. The school received a Schools Achievement Award in 2001, a Basic Skills Quality Mark in 2003, Healthy Schools and Gold Artsmark awards in 2004 and an Active mark in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	Mathematics Personal, social and health education Geography History
13526	Richard Barnard	Lay inspector	
21450	Daniel Kilborn	Team inspector	The Foundation Stage Science Information and communication technology Music Physical education
21235	Marjorie Graham	Team inspector	Special educational needs English as an additional language English Art and design Design and technology Religious education

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## PART A: SUMMARY OF THE REPORT

This is a **very good school**. Teaching is very good overall and has a significant impact on standards and pupils' achievements. The school is welcoming and vibrant and very well regarded by parents and the community. Governance is good. The headteacher and her deputy provide very good leadership and are committed to ensuring the highest possible standards and achievement in all aspects of the school's work. The school provides very good value for money.

### The school's main strengths and weaknesses

- Leadership and management are very good
- Teaching is very effective overall and leads to very high achievement and very good attitudes and behaviour
- The very good curriculum is enriched by an excellent range of extra-curricular activities
- Very good foundations for learning are built in the Nursery and Reception classes
- The school addresses the needs of individual pupils very well and is highly inclusive
- Assessment systems in the foundation subjects\* are not as well developed as in other subjects

There has been very good improvement since the previous inspection and standards have risen in reading, writing and mathematics. A significantly higher percentage of pupils now achieve the higher level 3 in these subjects. The key issues of the last inspection have been dealt with very well. There is a very effective senior management team, subject leadership is good and the school improvement plan now includes budgetary links. Attendance has improved from being unsatisfactory to good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2 compared with:	all schools			Similar schools
	2001	2002	2003	2003
Reading	C	C	C	A
Writing	C	B	C	B
Mathematics	C	B	C	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*

**Throughout the school, pupils achieve very well.** In the 2003 national tests for pupils at the end of Year 2, pupils attained the national average in reading, writing and mathematics. When compared with the standards attained by pupils in similar schools, they achieved well in writing and mathematics and very well in reading. These standards have at least been maintained over the past three years. Inspection evidence for pupils currently at the school indicates that standards have improved further and are now above the national average in reading, writing and mathematics. The provisional national test results for 2004 also indicate a significant improvement in standards. Given the generally below average attainment on entry, this represents very good achievement for pupils of all abilities, including those who have special educational needs (SEN). While boys have tended to do better than girls over the past three years, the gap is closing and for pupils currently at the school there is little significant difference in the standards achieved. Standards in all other subjects are above average and pupils achieve very well overall

As a result of very good teaching in the Nursery and Reception classes, children of all abilities achieve very well. By the end of the Reception year the large majority of children are likely to reach the goals expected nationally in all the areas of their learning.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are developed very well.** Attitudes and behaviour are very good and relationships are particularly strong. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Teaching and learning are very good overall** and ensure that pupils of all abilities achieve very well. There is a high level of consistency in the teaching across the school. Reading, writing and mathematics are very well taught. All teachers make work interesting and stimulating and, as a result, pupils are eager learners. Teaching assistants make a significant contribution to pupils' learning. Assessment is very good in English and mathematics and good in science and information and communication technology (ICT) but there are no whole school assessment systems in the foundation subjects. This makes it more difficult for teachers to build on knowledge and skills from year to year. Pupils with SEN are taught very well.

The school provides a very good curriculum and opportunities for enrichment are excellent. The quality of care, guidance and support is very good. Partnership with parents and links with the community and other schools are very effective. The accommodation is satisfactory overall with good provision in the nursery.

## **LEADERSHIP AND MANAGEMENT**

**The overall leadership, management and governance of the school are very good.** The governors meet their statutory requirements and are developing their strategic role well. The headteacher provides very effective leadership and management. She is very well supported by the deputy headteacher and all staff pull together in the drive for further improvement. Financial planning and management are very effective and linked to the budget.

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

Parents appreciate what the school does for their children. Pupils say that they enjoy school and feel safe and secure.

## **IMPROVEMENTS NEEDED**

The school should now:

- Develop manageable whole school assessment systems in the foundation subjects to guarantee that key skills are built upon from one year to the next

\* The foundation subjects are art and design, design and technology, geography, history, music and physical education

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are above average and pupils achieve very well overall. This is the result of very good leadership by the headteacher, supported effectively by all subject leaders, very good teaching overall and a strong commitment to further improvement.

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

- Achievement is very high in all aspects of pupils' learning
- Standards have improved markedly since the previous inspection
- Children are given a very good start in the Foundation Stage (Nursery and Reception classes)
- Pupils who have special educational needs (SEN) achieve very well

#### **Commentary**

1. Despite the generally below average attainment on entry, children of all abilities do well in the Foundation Stage (FS) and make very good progress towards the goals expected nationally in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Most are likely to meet the goals expected of them by the time they leave the Reception classes.
2. In the 2003 national tests for pupils at the end of Year 2, standards were similar to the national average in reading, writing and mathematics. When compared to similar schools, standards were above average in writing and mathematics and well above average in reading. Since the previous inspection, the trend in the schools' results has been in line with the national upward trend. Boys have tended to do better than girls since 2000 but inspection evidence and results of the provisional 2004 results show no significant difference in performance.

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

Standards in:	School results	National results
Reading	15.9 (16.3)	15.7 (15.8)
Writing	14.6 (15.3)	14.6 (14.4)
Mathematics	16.2 (17.5)	16.3 (16.5)

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

3. Current standards show continuing improvement and are above the national average in reading, writing and mathematics. Given the below average attainment on entry, this represents very good overall achievement. This is also substantiated by the school's good tracking systems that show most pupils make much better than expected levels of progress as they move through the school. Achievement in pupils' personal and social development is also very high and has a significant impact on their academic achievements. Pupils achieve particularly well in the three classes containing the oldest pupils (the two Year 2 classes and the mixed Year 1 and 2 class). The above average pupils do well and inspection evidence, coupled with results from the 2004

tests, show increased percentages of pupils reaching the higher level 3. This is particularly marked in mathematics. Most pupils have very good phonic skills (knowledge of letter sounds) that enable them to read well, they are confident and enthusiastic writers and their number skills are very strong. Pupils apply their literacy and numeracy skills very well across the range of their work.

4. In religious education, standards meet the requirements of the local agreed syllabus and pupils are developing a good understanding of Christianity and other major religions. In science and information technology (ICT), standards are above national levels and achievement is high. In art and design, design and technology, geography, history, music and physical education, the work seen is better than normally expected for pupils' ages and pupils achieve well.

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

Attitudes and behaviour are very good overall. Personal development is fostered very well, supported by the very good social moral, spiritual and cultural development of the pupils. Attendance and punctuality are good.

### **Main strengths and weaknesses**

- Pupils enjoy their lessons and other activities
- Behaviour is very good
- Pupils' confidence, maturity and self-esteem are developed very well
- Attendance levels have improved steadily over the past three years

### **Commentary**

5. The pupils and their parents say how much they like school and pupils appear happy. They are very keen on extra-curricular activities, for example, speaking very keenly about the cross-country and gardening club. In lessons throughout the school they show very good interest in their work. This was particularly evident in the consistently very good attitudes displayed by the youngest pupils in Nursery and Reception classes. Throughout the school response in lessons and especially to questions and discussion are very good.
6. Behaviour around the school, and at playtimes especially, is very good. This is helped by the very good supervision and range of zoned playground activities provided. Pupils and parents say there is no serious bullying, racist or sexist behaviour. This view is supported by the absence of temporary and permanent exclusions over the last two years. Pupils know right from wrong and what to do if minor squabbles or accidents happen.
7. The school enhances the pupils' very positive attitudes through the very good provision made for their spiritual, moral, social and cultural development. This has a particularly successful impact on improving the pupils' confidence and self esteem. This was demonstrated in a lesson for pupils in Years 1 and 2 where every pupil reflects sensibly on; "Who makes them happy". The pupils have the confidence to tell their thoughts to the rest of the class in turn. Their comments such as; "I'm happy when my teacher gives me number work," indicate how much they value learning and their teachers. Achievement, success and effort are celebrated in rewards, displays around the school and assemblies. The five simple and concise school rules provide pupils with a strong moral and social code, which they follow very well. Their maturity is fostered very well by opportunities such as the school council. They are keen to help others through efforts to raise funds for a range of charities. They are confident and friendly when talking to visitors.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.3
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.*

8. The most up-to-date attendance figures show an improvement over those in the table and reflect the hard work of the school in improving attendance figures in the period since the previous inspection. There has been a steady increase in overall attendance rates year on year. Current overall levels are above average and levels of unauthorised absences low. Punctuality is good enabling lessons to start promptly.

## Exclusions

There were no exclusions in the last academic year

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very effective overall and the school is providing a broad and highly stimulating curriculum. Care, guidance and support for pupils are very good as are links with parents and the community.

## Teaching and learning

Teaching and learning are very good overall and lead to very high achievement. Assessment is very strong in certain areas but underdeveloped in others.

## Main strengths and weaknesses

- There is a high level of consistency in the teaching across the school
- All teachers provide realistic levels of challenge in the work they set
- Teachers are very good at interesting, encouraging and engaging pupils
- All teachers make good links between subjects and pupils apply their skills well
- Support staff make a significant contribution to pupils' learning
- Assessment is good overall, but in foundation subjects there are no whole school systems

## Commentary

9. Teaching is very good in the Nursery and Reception classes and provides a very strong base for work on the National Curriculum. Given the below average attainment on entry of most pupils, the teachers do very well to ensure that the large majority of children reach the goals set for children entering Year 1. In both Nursery and Reception, the teachers provide a variety of well-planned activities to help children meet the early learning goals. Children's progress is tracked well and information from assessment is used very well to plan subsequent work. A team of highly effective classroom assistants supports the activities. The very good relationships that exist help the children develop excitement and confidence in learning.

10. Teaching is very good overall in Years 1 and 2 where no lessons were judged to be less than good. The strongest teaching was in the three classes containing the oldest pupils where over a half of the teaching was very good. The teaching of English and mathematics is very good overall and enables pupils of all abilities to acquire rapidly increasing knowledge and skills in reading, writing and mathematics. Phonics, writing in different styles and number operations are particularly well taught. Teachers encourage and develop literacy and numeracy skills effectively across all subjects. Teaching in all other subjects is consistently good with some excellent and inspirational teaching in religious education and history.
11. Across all classes and subjects, planning is very good and time is used productively. This leads to well-organised and structured lessons and a very good pace to learning. All teachers have high expectations of behaviour and involvement in activities and this results in most pupils showing engagement, application and concentration in learning. There is a realistic level of challenge in the work set and care is taken to meet the needs of all abilities in the classes. This is exemplified in the increasing numbers of pupils working at the higher levels of the National Curriculum. Pupils who have SEN are supported well by the very effective teaching. The teaching assistants play a significant part in this very good provision and the school has established effective relationships with outside agencies. There are very good relationships across the school and teachers clearly care about each pupil as an individual. These are significant strengths in the teaching and contribute greatly to achievement across all aspects of learning.
12. There are a few areas in the teaching that are not as effective. In the closing whole class sessions at the end of English and mathematics lessons particularly, there are some missed opportunities to spread ideas, clarify misconceptions, develop new teaching points, involve more discussion and, when appropriate, include constructive criticism. Commercial worksheets are overused, particularly in Year 1. Assessment in English and mathematics is very good and school portfolios, including samples of pupils' work in all subjects, are excellent. However, assessment in the foundation subjects is underdeveloped. Where subjects are planned in cycles, the lack of assessment systems to chart progress makes it difficult for teachers to develop skills progressively from one topic to the next.

### **Summary of teaching observed during the inspection in 34 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	14 (41%)	18 (53%)	0	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.*

### **The curriculum**

The curriculum is very good and highly inclusive. It is enhanced by an excellent range of activities outside lessons. There has been very good improvement in curricular provision since the previous inspection. Accommodation is satisfactory overall and resources are very good.

### **Main strengths and weaknesses**

- The curriculum for children in the Foundation Stage (FS) is very good
- The curriculum is innovative and makes learning enjoyable

- Activities outside the classroom, visits and visitors to the school enrich the pupils learning very well
- Literacy and ICT skills are used very well to support work across the curriculum
- Support for pupils with special educational needs (SEN) and personal, social and health education provision are very good
- Staffing, accommodation and resources overall are good
- The Medway buildings provide accommodation of a poorer quality than the rest of the school and are sited some distance away.

## Commentary

13. Throughout the school, the curriculum is planned very well to fully meet the requirements of the FS Curriculum, the National Curriculum and the local requirements for religious education. The curriculum is enlivened and greatly enriched by an excellent range of experiences provided outside lessons, including sport and the arts. The school provides very well for the pupils' personal, social and health education. It has appropriate arrangements for the teaching of sex education through the science and health education curriculum.
14. The induction programme for the FS children is very good and structured pre-visits ensure children confidently settle when they begin their nursery education. This very good beginning is followed by effective transfer to Year 1 and the very good relationships with the neighbouring junior school ensures a smooth transition for Year 2 pupils.
15. The curriculum is planned thoughtfully and is highly inclusive. This has helped raise standards for pupils of all abilities. All pupils, including those who have SEN, have their needs met effectively. The school meets its statutory requirements for all pupils with statements of SEN. The very good provision includes access to specialist staff.
16. The curriculum is highly innovative and enables pupils to develop their imagination and a range of skills within exciting and well resourced learning environments. Cross-curricular links are carefully planned, enabling pupils to gain a very good overview of the topics covered. There is a very good emphasis on learning being enjoyable and the curriculum is greatly enriched by visits to local places of interest and many visitors from outside the school. These visits and visitors help to support the growth of pupils' knowledge of a wide range of issues and subjects and positively impact on their personal development.
17. The national strategies for literacy and numeracy are well established in the school. They support the teaching of English and mathematics very well. Pupils have very good opportunities to use their numeracy and literacy skills across a range of subjects.
18. A good number of teachers and support staff meet the needs of the curriculum. Resources overall are very good and have improved in all subject areas since the previous inspection. The school has improved the number and quality of computers, and this is having a positive impact on the standards attained by the pupils. Computers support work well in other subjects through a good range of software programs and access to national databases. Since the previous inspection there has been a good improvement in resources in the FS, particularly in the area of physical play. The nursery garden provides excellent opportunities for a range of imaginative play for both nursery and reception children with the soft play area ensuring safe provision for the climbing apparatus.

19. Accommodation is good in the nursery and is satisfactory overall. The previous inspection noted the loss of time for pupils accessing the Medway buildings and this is still the case, with these buildings being well below the standard of the rest of the school. Staff make very good efforts to create an attractive learning environment and the school is full of creative, bright and interesting displays of pupils' work. This successfully helps the creation of a school where the pupils work hard in the knowledge that their work will be valued.

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

The provision for pupils' care, guidance and support, health and safety is very good. Standards have improved on those described in the previous inspection report.

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

- A very strong emphasis is placed on the personal needs of each pupil
- The induction arrangements are very good
- Support and advice for pupils' academic progress is very good
- Pupils are valued and well involved in school life

#### **Commentary**

20. All adults know the children very well, enabling them to provide a very high level of care that is appreciated by both the pupils and their parents. The premises are attractive and welcoming. The sensitive and thorough approach to child protection procedures and awareness is very strong. Health and safety risks are thoroughly evaluated, and first aid procedures, security arrangements and the supervision of pupils at break and lunchtimes are very well done. These procedures enable pupils to feel safe and work in confidence. Very good care is taken to ensure that a responsible adult collects all children at the end of the school day. Pupils say they all feel very confident about talking to teachers or other adults if they have any worries.

21. Very good induction arrangements and continuing care and support ensure the youngest pupils quickly settle into Nursery and make very good progress in their personal development. This is supported very well as pupils move through the school. Academic support and advice for pupils are very good. They are especially evident in the arrangements made to give support to pupils as they move to the next stage of education in the adjacent junior school. Pupils feel that members of staff value their views and this gives them confidence to discuss issues and raise questions. The School Council works very well; it has given pupils a say in improving playground facilities and has initiated the formal interviewing of representative groups of pupils on a range of issues such as; "Do boys work harder than girls".

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

The school has a very good partnership with parents and this has a positive impact on pupils' achievements. Links with the local community and local schools are good. The quality of the partnership has improved on those described in the previous inspection.

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

- The school gives parents very good encouragement to be involved in their children's learning
- Very good information is provided to parents
- The local community is used very well to support pupils' learning
- Parents views are valued and they are very supportive of the school

## **Commentary**

22. Parents give very good support to the school and place great value on their children's education. This is encouraged and used productively by the school. These factors make a significant contribution to pupils' achievements. The school provides every opportunity to encourage parents to be part of their children's learning. The "Peeps" Family group is very effective in introducing parents and their children to the Nursery but especially to help them with their learning in practical ways, such as when shopping or reading at home. The school has invited parents to visit numeracy and literacy lessons and many have found this valuable in helping them become better involved in their children's learning.

23. Parents receive very good information to help their children further in their learning. Annual reports give very good and evaluative information on progress and achievement and very helpful developmental points in the "Areas for home and school to work on together" section. Parents value the quality of individual information given in consultation sessions. Regular newsletters give very good information about school life; in particular, letters give very good detail on the curriculum to be covered each term, with details of what their child should be learning about. The school is open to parents; teachers are available at the end of the day and issues are dealt with promptly and to high levels of satisfaction from the parents.

24. The school makes very good use of the local community for visits and local visitors help in school. The link with the local church is a particularly strong and effective feature. The partnership with the local schools, especially the local junior school, ensures pupils are very well prepared for and confident about their move to the next stage of their education. This is supported by, for example, pupils from the junior school acting as reading buddies for pupils in Years 1 and 2.

25. The school places a high value on parents' views, which are sought through regular surveys and through the parent governors. As a result of their views, clubs have been extended, the curriculum newsletter has been introduced, and the school has encouraged parents to campaign for new classrooms to replace the ill-situated temporary ones. Parents also provide very good support through the parent teacher association. Funds have been used productively, for example, to help with the provision of improved library facilities. Many parents respond positively to the very good encouragement given by the school for them to volunteer to help in school, especially with reading and with group work.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are very good. The governors support the school well and fulfil all their statutory duties. The headteacher and deputy lead by example and set a clear and challenging way forward. There has been good improvement in these aspects since the previous inspection.

## Main strengths and weaknesses

- The ethos of the school clearly embraces the concept of inclusion and celebrates achievement academically and socially
- The headteacher is a very good leader and has high aspirations for the school
- All staff work together well as a team
- School self-evaluation is very good and the findings are used effectively
- The governing body contributes well to the development of the school

## Commentary

26. The leadership of the headteacher and deputy is very effective. Both provide excellent role models and clearly inspire, motivate and influence those about them. The headteacher, who took up her post soon after the previous inspection, has moved the school on significantly since that time. A highly developed shared view about the qualities of the school and the direction in which it is going has been developed with all staff. Particularly notable improvements have been in the development of subject leadership, which is now effective in all subjects, and in the development of teaching, learning and curriculum innovation. Standards and pupils' achievements across all aspects of their education have improved due to the headteacher's strong and continuous drive for excellence. The school is keen to learn from best practice elsewhere; for example, much has been gained from recent visits to local Beacon Schools.

27. The management of the school is very good. There is very good understanding of the school's strengths and weaknesses as a result of accurate and open self-evaluation of teaching and learning. Findings from careful analysis of pupils' performance in national and school-based tests and the monitoring of teaching by all subjects leaders and the headteacher are used well to bring about further improvements. The significant improvement in pupils' writing is a good example of the effectiveness of this analysis. The school improvement plan is now much more focused and organised, and benefits from inputs from governors and all who work in the school. The plan would benefit from a more forward-looking time scale and the addition of a clear overview. Performance management is effective in bringing about improvement and there is a strong commitment to staff development for all who work in the school. Day-to-day management is very good and helps the school run smoothly and efficiently. The school administrator is a welcoming first point of contact for visitors. Financial management is very good and spending decisions are linked closely to the school improvement plan.

28. Governance is good. Governors are very supportive of the school. The chair is a regular visitor to the school and knows the staff and pupils well. The governors have developed their role in helping shape the vision and direction of the school well since the previous inspection. They have a good understanding of the school's strengths and weaknesses and are actively involved in compiling and monitoring school improvement planning. Governors report that they receive very good information from the headteacher. Many have seen lessons taught, heard children read, been on school visits and attended assemblies. This has given them a valuable insight into the standards achieved. The governing body is well organised and ensures that all its statutory duties are met.

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

Income and expenditure (£)	Balances (£)
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Total income	448,867
Total expenditure	429,255
Expenditure per pupil	2114

Balance from previous year	21,063
Balance carried forward to the next	19,612

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

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

29. Children are admitted to the Nursery on a part time basis at the beginning of the term after their third birthday. There are currently 45 children attending part time. They transfer to one of the two reception classes at the beginning of the school year in which they become five. A number of children also enter straight from home. At the time of the inspection there were 56 children in the reception classes.
30. Attainment on entry, is generally below average, although the full range is represented. All children, including those with SEN, make very good progress in both the Nursery and Reception classes so that by the time they transfer to Year 1 most of them are likely to attain the Early Learning Goals in all areas of their learning. Very good teaching, planning and organisation are the reasons for children's very good achievement. Teachers and support assistants know their children and their stage of development very well and adapt activities and planning using careful and regular assessment of children's progress. The Foundation Stage co-ordinator leads the Foundation Stage team very effectively. Children are very well prepared for their National Curriculum work in Year 1.

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

Provision is **very good**.

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

- Teaching is very good overall and children achieve well
  - Children are very happy in their classrooms and enjoy coming to school
  - Personal social and emotional development is integral to all activities
  - Teachers' very high expectation of children's behaviour has a very positive impact on their learning
31. Children enter the Nursery with the full range of skills in personal, social and emotional development, but in general the school's assessment indicates these are below average. Teachers and support staff provide a happy environment and quickly develop very good relationships with the children. This positive, welcoming atmosphere means children like coming to school because they are secure and know that staff will listen to them and support them. The children develop positive attitudes to school and respond well as classroom routines are consistent and teachers and support staff have very high expectations of behaviour. Very good opportunities are planned for children to work together and they listen well to other children and take turns on computers and with play apparatus. The Nursery snack time with fruit and milk develops children's social skills well. Adults use praise appropriately and are very good role models. Children are treated with respect and this gives them a sense of being special and valued. Children in the Reception classes very willingly tidy away apparatus at the end of sessions and respond quickly to the teachers' requests to listen to teaching points midway through lessons.

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

Provision is **very good**.

## **Main strengths and weaknesses**

- Teaching and learning are very good
- The staff encourage and develop the children's spoken language, listening, early reading and early writing skills very well
- Children are given good opportunities to talk about what they have been doing

32. Attainment is below average when children start in the Nursery but, as a result of very good opportunities provided by the Foundation Stage staff, most children achieve very well in this area of their learning. The teachers and support staff in the Nursery and Reception classes are skilled at asking relevant questions. These require children to think and respond, as when children share a big book in Reception and learn words beginning with 's'. They make the shape in the air and in turn identify animals, starting with the sound. Themed areas on the topic of birthdays encourage children to act out and talk about aspects of a party and many children talk to imaginary friends on the class telephone. Children listen carefully to adults and other children and take nightly turns in taking home the class bear and reporting back to the class. Above average children in the Reception classes write entries in the bear's diary. Teachers provide very good opportunities for children to develop early writing skills and workshop areas encourage the writing of shopping lists and invitations. In both the Nursery and Reception classes, children regularly take books home and the staff provide guidelines for the parents about how they can support their children. Children handle books carefully and Reception children know they contain information as well as stories. When reading with the teacher they are encouraged to predict events and in their phonic sessions in the Reception classes they learn the letters of the alphabet and the sounds they make.

## **MATHEMATICAL DEVELOPMENT**

Provision is **very good**.

### **Main strengths and weaknesses**

- The quality of teaching overall is very good and the children achieve well
- There is a good emphasis on numeracy in classroom displays
- A good range of practical activities develops learning very well

33. The children achieve well in this area of their learning. Throughout the Foundation Stage there is a good range of opportunities for developing mathematical skills. In the Nursery numbers are well linked to the current birthday topic. Above average children match candles to pieces of cake and count up to ten accurately. Most children sort shapes by colour and name simple shapes. The teacher and support staff constantly seek to develop children's mathematical learning by questioning such as; 'How many children at your party?' and; 'How many blocks in your tower?' In the Reception classes children know numbers up to ten and recognise which are missing in a number line. They count down from five and play a variety of exciting whole class and group games. For example, in small groups supported by an adult, they throw a dice in turn to move a toy. The children learn the correct mathematical vocabulary in stories and counting songs linked to their current nursery rhyme topic.

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

Provision is **very good**.

## **Main strengths and weaknesses**

- Teaching is very good and topics are very well planned
- The outdoor learning environment supports learning well
- A range of good resources, including computers, enables children to explore, experiment and use their senses
- Children achieve well in this area of their learning

34. The children take part in a wide range of carefully planned sensory experiences. They learn about their environment by direct observation in the Nursery garden and by making simple maps of their route to Nursery. In the Reception classes, children observe the daily weather and record this along with the days of the week. Most have an understanding that weather changes with the seasons and observe the effect of the wind when blowing bubbles. Themed areas in the classroom, such as a Travel Agency shop, helps develop their understanding of the world outside the school. When looking at toys they discover how they move and make simple pictures with moving parts. Using computers they sort furniture into the correct rooms and use electronic tills in the class shop. Visits outside of school, for example to the zoo, give first hand knowledge of animals and their experience of small animals, such as a hamster in class, focuses on animal care. They are increasingly aware that things change over time when comparing a baby to themselves and to an adult. They know some Bible stories, such as Noah's Ark and that Christmas is a special time. Teachers extend knowledge very well in this area of learning by encouraging children to bring in objects of interest, which are discussed in class.

## **PHYSICAL DEVELOPMENT**

Provision is **very good**.

## **Main strengths and weaknesses**

- Teaching is very good and activities are creatively planned
- The secure outside Nursery garden provides many opportunities for physical development
- Many experiences are provided to ensure pupils gain skills and confidence
- The children use tools and equipment carefully

35. The very good range of activities provided by the teachers enables children to achieve well in this area of their learning. The provision of a soft play area in the Nursery garden, since the previous inspection, lends confidence to children when they climb up and successfully slide down large apparatus. They take turns to use a good variety of wheeled vehicles. A series of walkways encourage children to develop balance and most move confidently. They fire water at balloons with sprays and play with a variety of balls and small apparatus. This develops hand-eye coordination and knowledge of simple games rules well. The Reception children are timetabled to use the outside play area and they greatly enjoy returning to the Nursery to see younger friends and to share the activities. They control battery-operated cars successfully around obstacles and chase and catch bubbles. In hall sessions they listen well and follow instructions carefully running jumping and moving with good awareness of space. In their creative work they have good opportunities to cut, paste, draw and fill different containers with water and sand demonstrating appropriate levels of control. When using the computer, they guide the mouse carefully using the infill tool to colour articles of clothing. Most children successfully undress and dress themselves for physical education lessons.

## **CREATIVE DEVELOPMENT**

Provision is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good and leads to very good achievement
- Role-play activities based on children's own experiences and stories stimulate their imagination very well
- A very good range of materials is available for children to use to explore colour, texture and shape

36. The very good range of activities provided by the teachers enables children to make very good progress in this area of their learning. A good range of construction apparatus encourages exploration in making towers, houses and shapes. Children have good opportunities to mould sand shapes into interesting patterns and they mix colours to create recognisable paintings of themselves. Classrooms are full of children's pictures, which contribute well to other areas of their learning. For example, observational drawings of animals and insects and the designing and making of mini-beasts reinforce children's knowledge of the world. Creating symmetrical butterfly paintings and collage work using a variety of materials and textures develops their mathematical and scientific understanding. Many opportunities are given for children to explore sounds using a good range of musical instruments. Singing activities, often involving all the Reception children, are very well taught. Children know a good number of songs and nursery rhymes, which support their literacy and mathematical learning well. Visiting musicians enable children to extend their musical knowledge and appreciation. Well-resourced and exciting role-play areas are organised very well in all classrooms. Children confidently engage in birthday party, shopping, holiday and garden-centre activities, which have a positive impact on the development of their social and communication skills.

## **SUBJECTS IN KEY STAGE 1**

### **English**

Provision is **very good**.

### **Main strengths and weaknesses**

- Standards are above the national average in reading and writing
- Teaching is very good overall and pupils of all abilities achieve very well
- The subject is led and managed very well
- Review sessions at the end of lessons are not as strong as other aspects of the teaching

### **Commentary**

37. Standards in reading and writing are above average and this is an improvement since the last inspection. The recent focus on improving the attainment of girls and the skills of speaking and listening has been successful and has had a positive effect on the standards attained. In the 2003 national tests for pupils at the end of Year 2, the standards in reading and writing were similar to the national average. Inspection evidence indicates that these

standards have improved and are now good. These higher standards are also reflected in the provisional results of the 2004 national tests.

38. Pupils with SEN make very good progress and attain standards that reflect their individual targets. They benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. The teaching assistants' effective guidance and support play a significant part in this very good provision. The school has used effectively the National Literacy Strategy and the intervention programmes such as the Early Literacy Support materials and methods.
39. Standards in speaking and listening are satisfactory by the end of Year 2. The majority of the pupils make good progress and this enables them to take part in conversations and class discussions. They listen carefully to their teachers and the other pupils and become increasingly confident about giving their opinion and expressing their point of view. This was evident in a very good lesson for pupils in the mixed Year 1 and 2 class in which the pupils were describing the character and behaviour of a giant and discussing what they would write on a 'Wanted' poster.
40. The pupils make very good progress in reading, and standards are good by the end of Year 2. There is a structured reading programme supported by the systematic teaching of phonic skills. All the pupils enjoy books and stories and the Year 2 pupils respond enthusiastically to re-telling the stories and describing the characters and events. The above average pupils are independent and fluent readers who explain why certain books appeal to them. Pupils use books and computer programs to support their work in other subjects such as geography, history, science and religious education. Through the reading liaison books teachers and parents are provided with information about progress, suggestions about how the children can be supported with any difficulties and with guidance for the next stage. The lunchtime reading clubs, after school library sessions and the 'Reading Buddy' system with the pupils from the junior school are all effective in boosting the pupils' confidence and encouraging them to enjoy reading. The school has now furnished and equipped a room as a library. This is an improvement since the last inspection and supports the pupils' independent study skills.
41. The school's focus on writing skills has had a positive impact on the development of the pupils' knowledge of spelling and grammar and particularly the processes of writing in different styles for different purposes. The pupils make very good progress and in Year 2 develop their ideas into a sequence of punctuated sentences and begin to use connecting words effectively to join ideas and to create sustained writing. The writing of the above average pupils is organised, imaginative, contains speech marks and is punctuated correctly. They write narrative, factual pieces, instructions and poetry. There is ample evidence that the pupils are given a wide range of opportunities to use their writing skills in other subjects. There is some very good writing about their opinions of the work of Van Gogh and Hokusai.
42. Most of the pupils have positive attitudes to their learning and enjoy their lessons. They are well behaved and try to do their best at all times. During discussions, they listen to the teacher and the other pupils and make relevant contributions. The teachers are successful in encouraging them to respect the ideas and opinions of others and in making sure that they are clear about the school's high expectations of their work and their behaviour. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. The teachers are very effective in extending the pupils' understanding of the power of words to create moods and atmosphere and to encourage empathy.

43. The teaching is very good overall, with the best and most inspirational teaching observed with the pupils in the mixed Year 1 and 2 class. The teachers' subject knowledge and understanding are very good and they are clear about what they want the pupils to learn. They are skilled at questioning and use the pupils' answers to establish their understanding and then to support and extend their learning. At the end of lessons, teachers sometimes miss opportunities to extend learning by developing new teaching points, clarifying any misconceptions and including constructive criticism.
44. The subject co-ordinator works only part time and has limited opportunities to check the quality of the teaching and learning, but with the substantial and very effective support of the headteacher the subject is led and managed very well. The headteacher observes lessons, looks at the plans and the pupils' books and analyses the results of tests. The methods of tracking, assessing and recording the pupils' progress are very effective and the information is used to plan future work for all ability levels. The teachers discuss the targets with the pupils and ensure that they reflect what is needed to help individual pupils to improve their reading and writing. The teachers mark the pupils' work regularly and offer praise. The quality of the marking is very good overall as the pupils are given advice about how they can improve their work and guidance about the next steps for their learning.

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

45. The pupils use their literacy skills very well to support work in other subjects. Their skills in speaking and listening are used across the curriculum in support of discussions in class sessions and in groups in subjects such as mathematics and science. Pupils are encouraged to retrieve and collate information from a range of sources to support history, geography and religious education topics and their writing skills are developed well overall, although for some Year 1 pupils, the teachers' reliance on pre-prepared work sheets places some limitations on the development of their independent writing.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are above the national average and pupils achieve very well
- Teaching is very good overall, being particularly strong in the classes containing the Year 2 pupils
- The subject is very well led and managed
- Teachers miss some opportunities to extend learning in the closing whole class sessions

### **Commentary**

46. The school has been very successful in building on the satisfactory standards identified at the time of the previous inspection; standards have shown a steady upward trend. By the end of Year 2, standards are above the national average in all aspects of the subject. Provisional indications from the 2004 national tests are that they are significantly higher than in 2003. Given pupils below average attainment on entry, this represents very good achievement. There was a slight dip in standards in 2003 when standards were in line with national averages, although when compared with similar schools, standards were above average. This dip was due to a greater number of pupils with SEN in that particular year group. Boys tended to do better than

girls in the national tests between 2000 and 2003, but evidence from the inspection and indications from the provisional 2004 tests show no significant difference in the standards achieved. Due to very effective support and the provision of work that is well matched to their needs, pupils with SEN achieve very well. The above average pupils also do very well.

47. Pupils develop a good understanding of place value (how the position of a number affects its value). In Year 2, average and above average pupils use this understanding to add, subtract, multiply and divide numbers with up to three digits using written methods. Most pupils have good mental recall of addition and subtraction facts. The regular and well-paced opening whole class sessions in all lessons impact effectively on this aspect of pupils' learning. Pupils have good understanding of the properties of two and three-dimensional shapes and use standard measures with reasonable accuracy. Most pupils successfully apply their knowledge of mathematics in problem solving activities. Pupils in Year 1, for example, worked collaboratively to investigate the ways in which given numbers could be made using two or three smaller numbers. Whole school mathematics days focus very successfully on mathematical puzzles and challenges.
48. Teaching is very good overall, being particularly strong in the three classes with the oldest pupils. Teachers have very good subject knowledge and enthusiasm for the subject. This successfully encourages pupils to develop a love and interest in the subject. The high expectations of the teachers result in high standards of behaviour and a very good work ethic. The structure of the National Numeracy Strategy is clearly embedded in the teaching and leads to a high level of consistency. Opening whole class sessions are very effective and learning objectives are appropriate and shared with the pupils. Group work is usually very good and activities are matched successfully to the needs of the different abilities in the class. Additional challenge is provided for the above average pupils. The closing whole class sessions are not so effective and there are missed opportunities to extend learning.
49. Co-ordination of the subject is very good. In his own teaching, the knowledgeable and enthusiastic co-ordinator leads by example. Pupils' performances in national tests are carefully analysed and action taken to address any weaknesses. Teaching is monitored regularly and has led to improvements in teaching and learning. Parents are invited into school to observe the teaching of numeracy which provides them with valuable insight into the teaching methods.

### **Mathematics across the curriculum**

50. Pupils' good mathematical knowledge and skills are used effectively in support of other subjects. In ICT and geography, pupils' data handling skills helped to produce graphs in support of a topic on different homes. In science, work on forces and motion pupils produced pie graphs of results of tests on model cars running down ramps. They used measuring skills to record how far each car had travelled. In a design and technology activity, pupils in Year 1 used their knowledge of number to design and make a board game.

## **SCIENCE**

Provision is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good
- Pupils achieve well and attain above average standards by the end of Year 2
- Leadership and management are good
- Procedures for assessing and recording attainment are good

### **Commentary**

51. In the 2003 National Curriculum assessment for pupils at the end of Year 2 teachers judged standards to be average for pupils reaching the expected level. Standards were above average for pupils reaching the higher level 3. When compared with schools in a similar context, pupils achieved well above average standards at both levels. The provisional 2004 National Curriculum assessments indicate higher levels than 2003 with more pupils reaching the higher level 3.
52. By the end of Year 2, pupils identify a range of common materials and know some of their properties. They sort them into hard, shiny, soft and rough. Pupils are aware of the differences between liquids and solids and know that when substances are heated a change occurs. Average and above average pupils list materials that cannot be changed back after heat has been applied. They sort foods into different categories and know that a balanced diet is important for good health. Pupils have a very good understanding of how plants grow and they list plant parts and conduct their own experiments with light and water deprivation. The school gardening club, enthusiastically run by the science coordinator, contributes significantly to pupils understanding in this area of their learning. Pupils are aware of fair testing principles, which they apply to their work on forces, moving heavy and light objects. Pupils record their findings accurately and above average pupils in Year 2 use their literacy skills well to write detailed reports of their experiments. Pupils, including those with SEN, make very good progress across the range of the science curriculum.
53. Teaching and learning are good overall and often very good in Year 2. Teachers' planning, based on a very good scheme of work, is thorough and good resources are used very well to support pupils' learning. For example, in Year 1 the teacher prepared a good variety of different materials for pupils in a test to find out which materials were waterproof. Pupils were fascinated by the effect of water on the materials and learning was good. In the class of mixed Year 1 and 2 pupils, the teacher organised a very good range of experiments for pupils to test change in materials when heated. Pupils expressed opinions on the changes they discovered and this consolidated their learning well. Teachers are very careful to stress the health and safety aspects of science investigations. In the lessons seen, teachers were supported very well by teaching assistants and volunteer parents.
54. Assessment systems are good and marking is conscientious and constructive. End of unit assessments of pupils' work and careful analysis of test results have led to increased emphasis on areas identified for improvement. For example, a greater emphasis on investigative science has led to an improvement in standards particularly in the numbers of pupils reaching the higher level 3.
55. The hard working subject coordinator has been very successful in developing the science curriculum and improving resources. She has organised whole school events with outside science specialists, supported colleagues and developed further her own subject expertise by attending a variety of relevant courses.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Overall provision has improved well since the previous inspection

- Standards have improved and are now above national expectations
- The subject is well led and managed
- ICT supports learning effectively across the curriculum

56. Only one lesson was observed during the inspection but individual pupils were observed in classrooms and a scrutiny was made of pupils' work from across the school. Standards were judged to be in line with national expectation at the time of the previous inspection but as a result of better resources and improved teacher expertise they have risen to be above national expectations.

57. Key skills are developed well across the school. Improved assessment systems since the previous inspection enable teachers to more effectively track pupils' progress. Pupils are encouraged to draft and refine their work on screen rather than just copy text. For example, Year 2 pupils altered and corrected a text on Guy Fawkes in their history work. Year 1 pupils demonstrated good mouse control when creating home, garden and underwater scenes. Computer generated light, dark and firework pictures are particularly striking and carefully executed.

58. Pupils are given good opportunities for using ICT systems to control events in a predetermined manner and to sense physical data. In a topic based on pirates, Year 1 pupils programmed a directional robot accurately to find treasure and Year 2 pupils used a range of devices including a screen turtle to enhance work in mathematics and geography. Pupils throughout the school are familiar with digital cameras, which they use to good effect to illustrate their own writing of toys and seed investigations.

59. In the one direct lesson observed in Year 2, using the junior school's ICT suite, the teaching was very good. The teacher demonstrated very good subject knowledge, prepared the lesson very thoroughly and made very good use of an overhead white board to illustrate teaching points. Pupils were very enthusiastic, listened well and built upon previous skills to create highly effective backgrounds to illustrate work on the Great Fire of London. They logged on using their passwords, opened files, retrieved, saved and printed work as required.

60. In all classrooms, computers are used effectively to enhance and extend work in a range of subjects. This regular use of computers helps to maintain and improve pupils' skills and knowledge well. Assessment systems are based on national guidelines and teachers record pupils' progress carefully after units of work. All pupils, including those with SEN, make good progress in their ICT work. Relationships are very good and pupils cooperate well when sharing and taking turns on class computers.

61. The subject is well led and managed. In the current absence of the subject leader, the headteacher is successfully leading the way forward. Teachers continue to attend courses to improve their expertise and interactive whiteboards have now arrived in the school. The development of the subject has been well supported by the resource allocations from the governing body and the Authority's ICT personnel.

### **Information and Communication Technology across the curriculum**

62. Computers and ICT in a range of forms are used well to support work across the curriculum, with good examples in Year 2 related to graphs in mathematics and science work. In science, flow diagrams on the life cycles of frogs and butterflies and seed

investigation work from data-bases help pupils' scientific knowledge. Bar charts on the comparison of feet and hand span sizes and investigations into symmetry support work well in mathematics. Across the school computers are used extensively to create a range of art, designs and pictures. CD-ROMs and the Internet are used well to research work in history and geography.

## HUMANITIES

63. Geography and history, while planned separately as distinct subjects, have very good provision in the school as part of an effective topic cycle. This preserves the integrity of each subject well. One lesson in history was seen in the class containing Year 1 and 2 pupils, but no lessons were observed in geography. Judgements are based on the one lesson, scrutiny of pupils' past and present work and discussions with teachers and pupils. In both subjects, the work seen is better than expected for pupils' ages and pupils of all abilities achieve well.
64. In both subjects, the good literacy skills of most pupils enhance the standards and progress that the pupils achieve. Teaching in the one **history** lesson observed was excellent. The very good subject knowledge and enthusiasm of the teacher coupled with excellent use of role-play enabled pupils to achieve very well, both in their knowledge of the Great Fire of London and in their development of speaking and listening skills.
65. In history, learning is given a very effective impetus by the use made of visits into the locality and visitors to the school. For example, visits to local museums gave pupils in Year 1 valuable insights into aspects of Victorian life and schooling. A visitor in the role of a soldier at the time of Florence Nightingale brought the subject to life for the pupils and inspired good writing and discussion. By the end of Year 2 pupils know that time is divided into different periods and are beginning to recognise similarities and differences between these periods. This was exemplified in the history lesson observed when pupils were able to identify key differences in drawings of street scenes in modern day London and London in 1666. The school library is used well to develop pupils, research skills in the subject.
66. In **geography**, mapping skills show a clear progression across the year groups; for example, children in the Nursery and Reception classes draw good picture maps while pupils in Year 2 produce more detailed maps including keys. Cross-curricular links with subjects such as art and design and the use of resources such as ICT support learning well. For example, in a topic on the imaginary island of Struay, pupils in Year 2 made good finger puppets of the main characters in appropriate dress. In a topic on homes, pupils in Year 1 used digital cameras effectively to photograph different houses. In a topic on a contrasting locality, pupils in Year 2 produced well-written factual accounts, poetry and postcards to illustrate the differences between a seaside town and their own locality.
67. Leadership and management of the two subjects are good and there is effective monitoring of teaching across the school. These strengths have helped to improve standards in both subjects since the previous inspection. The school has no whole school systems to track pupils' progress in the two subjects and this makes it more difficult to build on what pupils already know and can do.

## Religious education

Provision is **good**.

## Main strengths and weaknesses

- The pupils are developing a good understanding of Christianity and other major religions
- The subject supports the pupils' spiritual, moral, social and cultural development well
- There is no system for recording the pupils' progress in the development of key skills

## Commentary

68. Evidence from the teachers' plans and the pupils' work indicate that the expectations of the Agreed Syllabus for religious education are met. All the pupils, including those with SEN, make good progress. The pupils learn about religious traditions, beliefs and practices and are taught about the significance of buildings, ceremonies and the signs and symbols of particular forms of worship. They study the traditions of Christianity, Hinduism and Sikhism and are currently learning about the range of creation stories. This provides good links with subjects such as science, art and design, geography and history. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development as they are given opportunities to reflect and to make decisions about their personal response to these issues of meanings and values. The school arranges a programme of visits and visitors to enrich the pupils' experiences and extend their understanding.
69. On the basis of a scrutiny of pupils' work, together with the three lessons observed during the inspection, the quality of teaching is good overall. In the three lessons observed during the inspection, teaching was good in one, very good in one and excellent in the other. The lessons were planned well and built on the pupils' experiences effectively. The teachers' good questioning skills supported the pupils' speaking and listening skills and encouraged discussion to deepen their understanding. In the excellent and very good lessons on the creation story, the teachers used resources, music and light to build up the story. This enthralled the pupils who were highly motivated and fully involved in the activity.
70. The co-ordinator checks the quality of teaching by looking at the teachers' plans and the pupils' work and has had some opportunities to observe lessons. The pupils' understanding is assessed at the end of each unit of work but there is no whole school system for recording their progress in the development of key skills.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No lessons were observed in art and design or design and technology. It is not therefore possible to make secure judgements on the quality of the overall provision. Evidence was gathered from talking to the pupils, reports from the teachers responsible for the leadership of the subjects, the planning files and work on display and in books and portfolios. Evidence indicates that all the National Curriculum requirements are met and that pupils use their skills well to illustrate their work in other subjects such as English, history, geography, science and religious education.
72. The subject leaders have clear ideas about how their subjects can be developed and standards raised further. They check on the quality of what the school provides and how the pupils perform by looking at the plans and work samples, and there have been a few opportunities for them to observe lessons. There are informal assessments of the pupils' progress but no whole school system to record their acquisition of key skills.
73. Pupils' work in **art and design**, indicates that pupils make good progress and standards are higher than those expected from pupils of this age. The school achieved the prestigious Arts

Mark Gold award in 2004. The teachers give the pupils a wide range of experiences to develop their knowledge and skills and to explore and develop their own ideas. The pupils investigate and use a variety of tools, techniques and media such as pencils, paints, clay, weaving, printing and fabric collage to communicate their ideas. They develop their observational skills well by drawing and painting portraits, landscapes and buildings. They develop good understanding of the use of colour, texture, pattern, line, tone, shape and form and how to combine them in different ways. They have good knowledge of the possibilities and limitations of different types of materials and techniques.

74. The evidence of the work **design and technology** indicates that the pupils make good progress and the standards are higher than those expected from pupils of this age. The pupils are given the opportunities to generate ideas and plan what to do next. This is based on their experiences of working with a range of materials and they use models, pictures and words to describe their designs. There are examples of this in the designing and making of wheeled vehicles, objects with hinges and cards with moving parts.

75. Two lessons were observed in **music** during the inspection, one jointly for the Year 1 classes, taken by the music coordinator and one classroom lesson. Years 1 and 2 were heard singing during a hymn practice and a comprehensive and informative portfolio was examined, which included tapes of past musical work. It is not possible to make a secure judgement on the quality of overall provision on the basis of this evidence. However, standards in singing are good overall. Teaching by the music coordinator is very good and her excellent musical knowledge and personal singing expertise greatly contributes to the high standards attained by the pupils. During the joint Year 1 lesson groups of pupils accompanied singing with percussion instruments and successfully kept to the beat of the music. Year 1 pupils know a good number of songs from memory and are taught to breathe correctly when standing up to sing. They respond to different moods in music and vary sound levels when directed. The good class based lesson in Year 2, taken by the non-specialist class teacher, followed a commercial scheme to develop long and short sound recognition using a song from the Caribbean. Good use of a tape recorder by the teacher kept pupils focused and there was a good balance between listening and performing using voice and body parts as percussion instruments. The subject is very well coordinated and the commercial scheme has been carefully chosen to support non-specialist music teaching. Pupils are given very good opportunities to perform for parents and the community at various festivals and assemblies throughout the year. They have sung and played in the local church and residential homes.

## **Physical education**

Provision in physical education is **good**.

## **Main strengths and weaknesses**

- In gymnastics and dance, standards are above national expectations and pupils achieve well
- Teaching and learning are good throughout the school
- An excellent range of extra-curricular sports clubs contributes significantly to the standards attained
- There are no whole school assessment systems to ensure skills are systematically developed from year to year

## Commentary

76. Four lessons were seen during the inspection, three in gymnastics and one in dance. Standards in the lessons seen were above national expectations and all pupils, including those with SEN, achieved well. Pupils achieve well as a result of consistently good teaching in lessons. In Years 1 and 2 pupils build successfully on the skills that have already been introduced to in the Foundation Stage classes. There is a continuing emphasis in lessons on good body control and safety in movement. Physical exercise is seen as a significant part of a healthy lifestyle and is promoted in PSHE lessons. Pupils respond well to the challenges offered by their teachers in their physical education work. The school has recently been awarded the national Active Mark Standard in recognition of the commitment to health, fitness and physical education.
77. In Year 1 pupils demonstrate the ability to balance on various parts of their bodies. They work carefully with hoops and individual mats to link different balances into a simple sequence. They successfully travel around the hall in high and low positions and show careful regard for other pupils. Good use is made of individual pupil's performance to demonstrate teaching points and appropriate warm up and cool down sessions are included in the lessons. In Year 2 pupils successfully set out and put away apparatus for gymnastics. They follow instructions well and travel with good control at different speeds and direction round the hall. Pupils are quick to praise the work of others and seek to improve their own performance. In the dance lesson for pupils in the mixed Year 1 and 2 class pupils extended their work in history on the Great Fire of London by developing fire movements to taped music. They successfully adapted their movements to the speed and movements of the music. Achievement during the lesson was very good as a result of the very good subject knowledge of the teacher and his ability to enthuse pupils to contribute wholeheartedly to the lesson's demands.
78. The school provides an excellent range of out of school sports activities and these contribute very well to the good standards attained. There are regular visitors to school from the local sports development officers, sports students from the two local comprehensives, dance groups and participation in local sports festivals all give physical education a high profile in the school. 'Walk to school' events allied to National Schemes promoting health and exercise contribute well to pupils' PSHE awareness.
79. The hard working and knowledgeable coordinator reviews and monitors the work in school by observing lessons and reviewing planning. Resources have improved well since the previous inspection but there are currently no whole school assessment systems to ensure skills are developed systematically from year to year.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **very good**.

### Main strengths and weaknesses

- Pupils' personal and social development has a high priority in the school
- Pupils are taught to feel positive about themselves and to respect the feelings of others
- Pupils are able to participate in the school's decision making process
- The subject is very well led and managed

## Commentary

80. Pupils achieve well in their personal and social development. The ethos of the school embraces the concept of inclusion and celebrates achievement socially as well as academically. Very good foundations are developed in the Nursery and Reception classes and children are likely to meet the goals expected in their personal and social development. In Years 1 and 2, activities such as circle times and regular PSHE lessons are planned systematically and provide very good opportunities for pupils to talk about their feelings and how their actions impact on others. These sessions also teach pupils to be positive about themselves and teach them the importance of respect for the feelings of others. In a very good circle time activity for pupils in Years 1 and 2 all pupils eagerly participated in a very effective role-play activity involving filling an empty box with comments about what makes them happy and why. Appropriate use of music supported the activity well. The activity made a significant contribution to developing pupils' self-confidence and speaking and listening skills.
81. Topics on health issues involving healthy eating weeks and the provision of free drinking water bottles establish the idea of keeping healthy. Pupils are made aware of safety issues, for example, they know about keeping safe in the sun and that some household substances and medicines can be harmful. Ideas about the importance of the family are developed very well, for example, every two weeks the pupils are mixed into family groups including family and friends. These groups visit a different class and teacher each time. They play games and have a family circle time.
82. Pupils from Reception to Year 2 have the opportunity to serve on the school council and through this are able to have a voice in school development. The council has negotiated for playground seating to be provided and has written letters to the local education authority about the difficulties arising from the two isolated classrooms. The secret ballots held for membership on the council and canvassing by prospective members give pupils an early insight into early ideas about citizenship and government.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<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	3

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