

INSPECTION REPORT

STRATHMORE INFANT AND NURSERY SCHOOL

Old Hale Way, Hitchin, Hertfordshire

LEA area: Hertfordshire

Unique reference number: 117114

Headteacher: Mrs Carol Arrowsmith

Lead inspector: Mr Martin Kerly

Dates of inspection: 4th - 6th July 2005

Inspection number: 268003

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
Number on roll:	197
School address:	Old Hale Way Hitchin Hertfordshire
Postcode:	SG5 1XR
Telephone number:	(01462) 459 558
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Harper
Dates of previous inspection:	1 st - 3 rd March 1999

CHARACTERISTICS OF THE SCHOOL

Strathmore Infant and Nursery School is a little smaller than the average-sized school of its type. It is situated in a residential area of Hitchin, a market town in Hertfordshire. There are 217 pupils on roll, including 40 part-time children in the Nursery. This number has declined significantly in the last year. The socio-economic circumstances of the pupils overall are broadly average. Whilst the majority of pupils are White British, over one third of the pupils are from minority ethnic heritages; this is much higher than the national average. Many minority ethnic heritages are represented; the most numerous include Asian, Asian British, Black Caribbean and Dual Heritage. Of these, some 40 pupils receive additional support as English is not their first language. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of children identified as having special educational needs is also in line with the national average, as is the percentage with statements of special need. Around half the children join the school in the Nursery. The other half join during the Reception Year. Children's attainment on entry to the school includes the whole ability range; however, collectively, their attainment on entry is below that normally found. The school gained the Hertfordshire Local Authority Quality Standard Award for Nursery Provision in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12783	Martin Kerly	Lead inspector	Mathematics Information and communication technology Music Physical education
14404	Alan Rolfe	Lay inspector	
17766	Eira Gill	Team inspector	English Art and design Design and technology Personal, social and health education Special educational needs English as an additional language
33200	Airlie Fife	Team inspector	Foundation Stage Science Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Strathmore Infant and Nursery School is a **good** school. The pupils achieve well as a result of good teaching. The school has many positive features and few areas that need strengthening. There is good capacity for further improvement. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils of all abilities and backgrounds achieve well and standards by the end of Year 2 are above the national average in reading, writing and mathematics.
- The good teaching and pupils' very positive attitudes contribute to effective learning.
- The school is very successful in promoting a mutually caring community in which all pupils are well cared for and receive very good support and guidance.
- Provision in the Nursery is excellent.
- Achievement in the Reception Year is satisfactory but not as strong as in the other years.
- The school has developed a very strong partnership with parents.
- The leadership of the headteacher is good and the governors fulfil their roles well.
- The very good accommodation is well maintained and used effectively.

The school has made good improvement since the last inspection. It has worked successfully to maintain the above-average standards in reading, writing and mathematics. There have been further improvements in teaching, curriculum provision and leadership, and good progress against the areas previously identified related to teaching in the infant years, curriculum planning and assessment. Provision in the Reception Year is not as good as that reported previously.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	C	C	C	C
writing	C	C	D	D
mathematics	D	D	C	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. 'Similar schools' are those whose pupils attained similarly at the end of Year 2 in 2000.

Pupils' achievement is good. This is a significant improvement since the last inspection and standards attained are now higher than those shown in the table above for the summer of 2004. Children arrive in Nursery or Reception with a range of abilities but the attainment of many is below that normally found for their age. Although most children make sound progress in the Foundation Stage, a proportion of them, including those who arrive in Reception from other settings, are unlikely to achieve the full range of goals expected by the end of the Reception Year. Achievement in the Foundation Stage, whilst satisfactory overall, is not as strong as previously reported because of the slower progress made in the Reception Year. Achievement in the infant years is good and by the end of Year 2 pupils are attaining standards above the national average in reading, writing and mathematics, attaining the challenging targets set for them by the school. Standards are also above expectations in design and technology, and in aspects of art and design and personal, social and health education. In other subjects, they are in line with national expectations. Pupils with special educational needs and those who speak English as an additional language (EAL) achieve well because of the effective teaching they receive from their class teachers, specialist teachers and teaching assistants. **Pupils' personal development is good, including their spiritual, moral, social and cultural development.** Their attitudes to school are very good and they behave well. Attendance has improved and is now in line with the national average. Pupils arrive in school on time.

QUALITY OF EDUCATION

The overall quality of education across the school is good. The teaching is good and pupils learn well. Teaching and learning in the Nursery are excellent. Children in the infant years are taught well and learn effectively. Teaching in the Reception Year is in transition; it is satisfactory, but pupils' learning does not build sufficiently on their excellent Nursery experiences. Teaching assistants and nursery nurses contribute significantly to the good learning by pupils, including those with special or particular needs. Teachers plan interesting activities which engage and motivate the pupils and their classrooms contain many stimulating displays. Teachers manage behaviour well and maintain a good learning ethos in lessons. Assessment is good in the infant years, particularly in the core subjects of English, mathematics and science; in the Foundation Stage, it is inconsistent but is satisfactory overall. The curriculum is good across the school; in the Nursery, curricular provision is excellent but there are some weaknesses in the Reception Year. Teachers plan a broad range of experiences for their pupils and make good use of the local area and community to enrich the basic National Curriculum. The accommodation indoors and out is very good and contributes effectively to the quality of teaching and learning, except for an inadequate information and communication technology suite, which is scheduled for replacement by the beginning of next term. This is a caring school which provides a safe environment where pupils feel happy and secure, and can learn and develop. There are satisfactory procedures relating to child protection, health and safety. Procedures for the support and guidance of all pupils are very good, enabling pupils of all backgrounds to flourish. Good induction procedures enable children to settle quickly into the school environment. The school actively seeks and values pupils' views and takes the school council's ideas seriously.

The school has developed a very strong partnership with parents. The quality and range of information provided for parents is very good and there are very good opportunities for them to share in their children's learning. Almost all parents have positive views of the school and a significant number are actively involved. The school has developed good links with the community, which makes a good contribution to pupils' learning. There are good links with the partner junior school and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The experienced headteacher provides good leadership, with a clear focus on raising standards and providing high-quality care for all individuals. All other senior managers fulfil their roles well. Governance is good. The experienced chairman provides good leadership for the full governing body and, together with other colleagues, is well informed about the school, which leads to a very good understanding of its strengths and weaknesses. Governors fulfil their statutory responsibilities and play an effective role in the evaluation process and in holding the school to account. The school is well managed. The extensive teams supporting pupils with special educational needs and those for whom English is an additional language are well managed. There are very good systems for sharing performance data and tracking the progress of pupils. The headteacher leads effective systems for monitoring the work of the school. The leadership team successfully promotes a school which values and cares for all individuals.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The pupils like their school and talk about it with pride. They feel that they are expected to work hard in lessons and know that there is always someone to go to if they have a problem. Parents have positive views about the school. Almost all are confident that their children are well provided for and making good progress. They feel comfortable approaching the school and most feel well informed about their children's progress. Inspectors agree with the parents' views.

IMPROVEMENT NEEDED

The most important thing this good school should do to improve further is to:

- Strengthen the provision in the Reception Year so that pupils' good achievement is maintained throughout the school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. Standards are above the national averages in reading, writing and mathematics in Year 2. Pupils with special educational needs make good progress and achieve well.

Main strengths and weaknesses

- Standards in reading, writing and mathematics are rising and by the end of Year 2 are above the national averages for the age group.
- Almost all pupils achieve well, particularly in the Nursery and in the infant years.
- Pupils with special educational needs, those for whom English is an additional language and those who are gifted and talented achieve well as a result of the good support received.
- Achievement in the Reception Year is not as strong as in the other three years.

Commentary

1. Standards by the end of Year 2 are above those attained in the tests in 2004 and are a result of good teaching and consistently good achievement during the entire time the pupils have been in the school. These standards maintain those reported on at the time of the last inspection.
2. Results from the national tests in the summer of 2004, being the most recently published, show that standards attained by pupils in Year 2 in reading, mathematics and science were broadly in line with the national average and with the results from schools in similar neighbourhoods. Standards in writing in Year 2 were a little below the national average and those in similar schools. The trend in standards at that time broadly reflected the national trend but the upward trend is expected to have been increased as a result of the test outcomes in the summer of 2005.

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

Standards in:	School results	National results
reading	16.2 (15.6)	15.8 (15.7)
writing	14.3 (14.9)	14.6 (14.6)
mathematics	16.4 (15.9)	16.2 (16.3)

There were 81 pupils in the year group. Figures in brackets are for the previous year.

3. By the end of Year 2, standards attained in speaking and listening, reading, writing and mathematics are above the national average for this age group as a result of some very good teaching strategies and opportunities for the pupils. In mathematics, all the pupils attained the nationally expected minimum standard; this is a much higher proportion than normally found and reflects the good achievement, particularly of those pupils with special educational needs. Almost all pupils achieved the challenging targets set for them. Standards in science and most other subjects are in line with national expectations. Standards in design and technology are above expectations and there is evidence that standards in aspects of art and design and personal, social and health education are also above national expectations.
4. Overall achievement in the Foundation Stage is satisfactory. Whilst there is a range of abilities on entry, most of the children arrive in school with standards below those normally found. Those pupils who attend the Nursery achieve well during the year as a result of excellent

provision, and most are on course to achieve the goals expected nationally by the end of the Foundation Stage. However, those children who move into the Reception Year, whilst making broadly satisfactory progress, are not achieving as well as might be expected, given their very good start. A proportion of them, including those who arrive in Reception from other settings, are unlikely to achieve the full range of goals expected by the end of the Reception Year. Achievement in the Foundation Stage is not as strong as previously reported because of the slower progress made in the Reception Year.

5. Achievement in the infant years is good. This is a significant improvement on the rate reported at the time of the last inspection when pupils were reported to be making satisfactory progress. The current Year 2 pupils entered Year 1 broadly in line with national expectations, having achieved well throughout their time in the Foundation Stage. These pupils have maintained that good achievement and attained standards above national expectations. Pupils' good literacy and numeracy skills support them well in their work in other subjects. Their information and communication (ICT) skills are satisfactory, enabling them to make appropriate use of ICT to support learning across the curriculum.
6. Pupils with special educational needs and those pupils who speak English as an additional language achieve well as a result of the effective teaching they receive, including that from the special educational needs co-ordinator (SENCO), the teacher who is responsible for pupils who speak English as an additional language, and specialist assistants. The assessment data shows clearly that these groups of pupils are achieving as well as all pupils. In science, the pupils who speak English as an additional language have made very good progress, and this is because they have received effective extra tuition in the technical vocabulary of the subject.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to their work and their behaviour is good. Attendance is satisfactory and punctuality is good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

Main strengths and weaknesses

- Very good attitudes to learning and good behaviour support pupils' good achievement.
- Very good relationships between pupils, and between pupils and staff, contribute to the school's very good ethos.
- Pupils of all groups and backgrounds work and play happily together.

Commentary

7. Pupils' attitudes to lessons and other aspects of school life are very good and have improved since the last inspection. Throughout the school, most pupils listen to instructions very well and in Year 2, in particular, when they are given a writing task, pupils are unusually quick to begin and produce an impressive quantity and quality of work. This was observed in several lessons. In the opening parts of lessons when teachers are giving information, pupils are usually lively and show great interest and good concentration. Pupils enjoy being given responsibilities, such as putting on the music for assemblies and arranging chairs for their teachers and visitors. Very good relationships are evident between the pupils and all the adults in the school. There is a very relaxed and warm atmosphere supporting effective teaching and learning and the good overall achievement by all groups of pupils.
8. As found in the last inspection, behaviour is good in classrooms, in assemblies, in the dining room and in the playground, where pupils play harmoniously together. Class rules are thought through by the pupils at the beginning of each term. They act as helpers in the playgrounds and regularly hold doors open for visitors. They share books and resources well and clear up work areas. This, together with the very good example set by all staff, contributes to the very friendly and caring ethos of the school. Pupils are very eager to be awarded achievement stickers and are eager to place them on the headteacher's achievement board ready to be celebrated in the

Friday assemblies. It was noticeable how courteous the pupils are to visitors and enjoy talking to them.

9. Pupils with special educational needs and those who speak English as an additional language show a very positive attitude to learning and take a full part in lessons. They have a willingness to learn and have access to the full range of activities the school provides. They are encouraged effectively to take part in all lessons and activities by their teaching assistants, the special educational needs co-ordinator (SENCO), or the teacher responsible for pupils who speak English as an additional language (EMAG¹ teacher). The small numbers of pupils in each class helps ensure they are all given good attention by the adults and have every opportunity to contribute and to be given time to think through the answers to questions. Their behaviour is usually good, although occasionally a very few pupils who have emotional and social problems become a little disruptive and need very sensitive help to calm down and resume their learning effectively. Because of the good support they are given, pupils show an improved level of confidence and persevere with challenging tasks. They enjoy their learning.

10. The spiritual aspect of the pupils' personal development is now good, having improved since the last inspection when it was satisfactory. Watching flowers and vegetables grow in the garden encourages pupils to react positively, often in a spiritual way, to the world around them. Pupils are encouraged to express their feelings during personal, social and health education lessons when problems are discussed. They were given opportunities to reflect on the wonder of nature in art lessons when pupils were engrossed in the subtle colours and extraordinary shapes of shells from around the world. Their writing after a visit to a graveyard showed their sense of wonder and place, 'I realised the big stone box was a grave and I want to come back here again and again and again'. However, apart from music played at the beginning, there was little evidence of spirituality in assemblies.

11. There is a very clear code of behaviour promoted well by all teachers and staff provide good role models in their relationships. Pupils work together very amicably in pairs and groups sharing their equipment, and helping each other. Pupils respect the feelings of others. The sense of community and the personal, social and health education (PSHE) curriculum contribute effectively to the pupils' social development. Pupils visit a variety of places locally and further afield, for example, the National Gallery. They have a good understanding of local and national culture because the school celebrates its cultural diversity well. Special festivals, such as Eid, Hannakuh, Divali and others, have an important place in the school calendar, with several visitors from different backgrounds. Recently, the pupils visited a Gurdwara and were given a big welcome by the leader. The Afro-Caribbean week last year gave the pupils wide experiences of music, food and stories from the different islands, including Gospel singers and a steel band, which helped to raise the self-esteem of a minority ethnic heritage and celebrate the cultural diversity within the school.

Attendance in the latest complete reporting year (%) 2003-2004

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.3
National data	5.5	National data	0.4

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

12. Attendance rates are improving and are now in line with the national average. The school works hard with parents to encourage good rates of attendance. These improved rates are contributing to the good achievement. Registers are carefully and regularly monitored and parents are contacted where attendance is a cause for concern, and on the first day of absence if no explanation has been received. Most pupils are punctual. There have been no exclusions within the last year.

¹ Ethnic Minority Achievement Grant.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning is good, as is the curriculum, and there are good opportunities for curriculum enrichment. There is good provision for the welfare of pupils, and very good guidance and support. The partnership with parents is very good and there are good links with other schools, colleges and the community.

Teaching and learning

The quality of teaching is **good** and consequently pupils learn well. There is **good** use of assessment.

Main strengths and weaknesses

- Teaching and learning in the Nursery are excellent.
- Pupils in the infant years are taught well and learn effectively.
- Teaching in the Reception Year is in transition and is satisfactory, but pupils' learning does not build sufficiently on their excellent Nursery experiences.
- Teaching assistants and nursery nurses contribute significantly to the good learning by pupils, including those with special or particular needs.
- Teachers plan interesting activities which engage and motivate the pupils.
- Assessment is good in the infant years, particularly in the core subjects of English, mathematics and science; in the Foundation Stage, it is inconsistent but it is satisfactory overall.

Commentary

13. The overall quality of teaching across the school is good. This is an improvement since the last inspection when teaching in the infant years was only satisfactory. The overall percentage of lessons seen which were good or better has almost doubled from that previously reported; the best teaching is in the Nursery. Much of the good and very good teaching is in the infant years.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	7 (21%)	13 (39%)	11 (33%)	1 (3%)	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 where 30 or more lessons are seen.

14. Children in the Nursery learn very well indeed as a result of excellent teaching. Particular strengths in the teaching include the way all practitioners provide very well structured activities which stimulate the children's curiosity and encourage them to explore independently and experience a range of situations. Practitioners carefully observe the children, and skilfully intervene to extend their thinking and assess their progress and further needs. Activities are then adjusted in the light of assessments so that children from day to day make significant gains in learning and achieve very well indeed. Exceptionally good use is made of the outside area, which is totally integrated in all six areas of learning, and the very good indoor accommodation is also used with imagination and purpose.
15. This excellent start is not maintained in the Reception where there have been a number of staff changes this year. At the time of this inspection, following the resignation of a teacher who had been in post for just two terms, one of the Reception classes was being taught by a supply teacher in the mornings and two nursery nurses in the afternoons. Whilst the teaching across the two Reception classes is satisfactory with some good teaching, the quality of provision and intervention by adults is not as good as in the Nursery and pupils' learning does not sufficiently build on previous experiences of those who attended the Nursery. Planning for the outdoor

curriculum is weaker despite the potentially good facilities and does not stimulate children or support sustained work. The quality of teaching in the Reception Year has deteriorated from that reported last time and is not as strong as in the other three year groups of the school.

16. Teaching in the infant years is good, particularly, but not exclusively, in English and mathematics, and consequently, almost all pupils learn well in lessons and achieve well over time. Teachers plan effectively in year group teams for most subjects. This is a big improvement on the previously reported weaknesses in planning. Activities are frequently carefully matched to the different learning needs of groups of pupils and are presented imaginatively. Teachers confidently and clearly introduce new concepts to be learnt, using their own good understanding of the subjects taught. This helps the pupils to understand what it is they are learning about and why. Teachers make good use of the very good performance data that records the progress by individuals and groups and this enables them to match the work accurately and to have appropriately high levels of challenge. It also helps with setting pupils short-term targets which are shared clearly with pupils and their parents. Consequently, pupils of all abilities learn well. The most able are stretched and challenged and usually respond well to the challenge and level of independence given them. They collaborate very well and sustain concentration because they are interested in what they are doing.
17. The quality of teaching and learning for pupils with special educational needs, and those pupils for whom English is an additional language, is good in all year groups. The good ratio of adult practitioners to pupils supports their good learning. Mostly, pupils are taught within their own classes and this is effective in ensuring that they hear a good level of spoken English when other pupils are answering questions. In addition, EAL pupils are included well in question-and-answer sessions and this moves their learning forward effectively. Work is very well matched to all the pupils' needs and the daily feedback system, in notes, between assistants and teachers is effective as all staff know what the pupils need to learn next. Most assistants are well trained and show a well developed sense of what is important for pupils to learn by asking them appropriate questions. They also ensure that pupils have a good understanding of their tasks. All members of staff involved with the pupils are very well prepared for lessons and give good, and sometimes, very good support. A generous number of teaching assistants, including bilingual assistants, give good, and sometimes very good, support to the pupils as well as showing a high level of sensitivity to their specific needs. A few of the EAL pupils occasionally find it difficult to understand some of the technical vocabulary in subjects such as science. However, when this happens, a bilingual assistant is usually available to translate.
18. In the infant years, learning styles have been developed to build on previous good Foundation Stage experiences. Classrooms contain areas encouraging pupils' independent activity, with role-play and drama encouraged, for example, a tent erected outside one classroom and a 'fitness and health club' set up in another. These contribute well to the pupils' effective learning.
19. The few weaknesses in learning relate to a failure to follow medium-term plans so that work does not build on that from previous lessons, and the lack of confidence in the teacher's use of ICT in the ICT suite.
20. Assessment and recording procedures are now good. This is another significant improvement since the last inspection. Most teachers use a good range of strategies to check their pupils' understanding during lessons and ensure they are clear about what they are learning. Much of the marking of pupils' work is good, with clear recognition of what they have done well and constructive comments about how to improve further. Teachers regularly assess and record pupils' progress, particularly in reading, writing, mathematics and science. The very good systems for collating and sharing performance data are a major contributory factor to the good target setting for all pupils across the school. Teachers ensure that these targets are understood by pupils and parents and this helps with the high expectations and good learning in lessons and pupils' achievement over time.

The curriculum

The curriculum is **good**, as are the opportunities for enrichment. The accommodation is **very good**.

Main strengths and weaknesses

- The curriculum in the Nursery is excellent, meeting the needs of the young learners very well, but this is not built on sufficiently in the Reception Year.
- Curriculum provision in the infant years is good.
- The provision for children with special educational needs and those who use English as an additional language is good.
- The number of learning support assistants is high and they are deployed well, making a good contribution to all pupils' access to the curriculum.
- There are frequent well-planned experiences which successfully enrich the curriculum.

Commentary

21. In the Foundation Stage, the children are taught all the areas of learning identified in the national guidance. This is developed appropriately across the two year groups to meet the learning needs of Nursery and Reception children. The curriculum in the Nursery is excellent, with a very good balance of child- and adult-initiated work. Activities build very well on children's interests and learning needs. Resources are exciting, very well presented and rich enough to sustain children's attention. Planning ensures that all areas of learning receive the right emphasis and builds very good cross-curricular opportunities. Curriculum provision in the Reception Year is satisfactory overall but insufficient use is made of the outdoors and the quality of activities does not sufficiently build on the experiences within the Nursery so that children are not always fully extended. The school has developed good transition from the Foundation Stage into Year 1 and is now working on developing this across the whole key stage. There is an appropriate focus on building on early-years practice and Year 1 classes have good role-play areas related to their topics. Resources for working outside are also being developed. Preparation for transition into Key Stage 2 is also good.
22. Pupils in Key Stage 1 are taught all subjects in the National Curriculum, together with religious education based on the locally agreed syllabus. There is good provision for personal, social and health education through a combination of a specific scheme and the use of circle time. Sex education and drugs education are part of the science curriculum, with a focus on the safe use of medicines. There are very good displays in Year 2 on health and healthy eating as a result of work in science. Opportunities for investigative work in science have improved since the time of the last inspection.
23. The length of the school day has been reviewed since the last inspection and now meets national expectations. The teaching sessions make satisfactory use of the time available, but on some occasions lessons are planned to fill the time available and are overly long for young learners. Literacy sessions are not totally consistent within each year group, although timings have been reviewed for the next academic year. The foundation subjects have also been reviewed in response to the government paper, 'Excellence and Enjoyment', and are taught increasingly through a cross-curricular approach. The topics for each year group remain on an annual cycle. However, there continues to be overlap in the history topic on the seaside. Visits and visitors, including parents, are used well to enrich the curriculum and provide first-hand experience. Examples include a visit to The National Gallery and a local museum. There is a good range of additional club activities involving a high proportion of pupils, including an excellent club for gifted and talented pupils which is working on an imaginative photographic project supported by a teacher and two volunteer parents.
24. The school is fully committed to an inclusive curriculum and the good provision for pupils with special educational needs or English as an additional language has been maintained, reflecting the experience and commitment of the SENCO and the EMAG teacher. Learning support

assistants work effectively with teachers. Planning for group support and assessment is good. Provision for those pupils who have physical disabilities is equally good and very good resources are provided to ensure that they can access the curriculum as well as other pupils. Pupils' individual education plans (IEPs) have clear targets that are well monitored. There is also good provision for those pupils who have been noted as gifted and talented and an after-school club is organised to ensure that they are challenged effectively. All groups of pupils have the opportunity to be involved in activities in the school as well as after-school clubs. Resources are good for both groups of pupils and there is a special section in the library for dual-language books that is very well used by pupils and their parents. During the Afro-Caribbean week, parents identified a need for storybooks from the Caribbean and these were ordered by the school. The school has worked to reflect its community and has organised additional activities such as a Caribbean week. Notices in the entrance area are in community languages. However, there is only limited evidence in displays or pupils' work of the cultural diversity within the school.

25. The accommodation is very good and well deployed. It is well maintained and provides very good space both inside and out, with spacious classrooms and numerous additional areas. The grounds have been developed well to create areas to support play and opportunities for learning. Resources for ICT are satisfactory and the re-siting of the ICT suite is already organised to address the current inadequacies.

Care, guidance and support

This is a caring school, which provides a safe and secure environment where pupils feel happy and secure, and can learn and develop. There are satisfactory procedures relating to child protection and health and safety. Procedures for pupils' support and guidance are very good.

Main strengths and weaknesses

- Relationships between staff and pupils are very positive and help to provide a very good standard of pastoral care.
- There are good procedures for the induction of children into the school.
- Although procedures relating to child protection are satisfactory, there is a need to ensure that all members of staff receive formal child protection training.
- Health and safety procedures are satisfactory but some aspects of management need formalising.

Commentary

26. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements; the headteacher is responsible for the application of this policy on a daily basis. Procedures for general risk assessments are in place and inspections are carried out on a regular basis. First-aid provision is good and good records of accidents and injuries are maintained. However, there are some procedural aspects of health and safety that need formalising which were brought to the attention of the headteacher during the inspection.
27. Overall, arrangements for child protection are satisfactory. The headteacher is the designated officer and has received appropriate training. The school follows the local child protection procedures and has its own specific policy. However, there needs to be more formal training of other staff.
28. Relationships between staff and pupils are very good, contributing positively to the high standard of individual care, support and guidance, which ensures pupils feel happy, confident and secure. Staff and pupils know each other very well and get on very well both inside and outside the classroom. Pastoral support for pupils is very good; pupils feel confident to approach their teachers should they have any problems, in the knowledge that appropriate

support and guidance will be forthcoming. The school provides very good care and support for all of its pupils, including those with English as an additional language, those with special educational needs and higher-attaining pupils, which has a positive impact on their learning. Pupils are well supported academically, which contributes to their achievement. There is a very caring ethos in the school and pupils from all backgrounds are made to feel welcome. Teachers and support staff have a good knowledge of the individual needs of pupils, and work co-operatively to cater for these needs. Pupils' learning needs are assessed as soon as they are admitted, and achievements are recorded systematically. There are IEPs, with clear targets for improvement in reading, writing, speaking and listening, both for pupils with special educational needs and for those who use English as an additional language. Progress on meeting the targets is reviewed regularly, helping to ensure that pupils reach their maximum potential.

29. The school has good procedures for the induction of children. Parents are given a wide range of information and guidance about these procedures and how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet with their teachers before admission. The school has established effective procedures for the induction of pupils who enter school at various points in the academic year. These procedures enable children to settle quickly into the school environment.
30. The school actively seeks pupils' views of the school, mainly through the school council, discussion time in lessons and an exit questionnaire for Year 2 pupils. The school values these views and, where practicable, takes them into consideration when reviewing policies and procedures. For example, the marking out of a football pitch on the playground was a result of recommendations made by the school council. This not only ensures that pupils feel valued and fully part of the school, but also contributes to their understanding of citizenship and the part they play in a community.
31. Procedures for monitoring and supporting the academic progress and personal development of pupils with special educational needs and EAL are very good. Information about pupils' successes and problems is used well to produce attainable and challenging targets in the carefully written IEPs for the pupils with special educational needs, and these contribute to the good progress. All teachers have copies to ensure that they are giving pupils the opportunities to meet their targets. The EAL pupils' progress is monitored equally carefully by the EMAG teacher. The assistants make detailed and useful notes of ongoing assessments and these are used appropriately for future targets.

Partnership with parents, other schools and the community

The school has developed a very strong partnership with parents. The school has developed good links with the community that make a good contribution to pupils' learning. There are also good links with other schools.

Main strengths and weaknesses

- Parents' views of the school are very positive.
- The quality of information provided for parents is very good.
- Parental involvement in their children's learning is very good.
- The involvement of the parents of pupils with special educational needs is very good.
- The school's good links with other schools and the wider community enhance pupils' learning.

Commentary

32. The parents think highly of the school. In particular, they are pleased with the quality of teaching, the expectation that their children will work hard and the way in which the school is helping children to become more responsible and mature. They are also pleased with the progress their children make, the way in which the school is led and managed, and the wide range of extra-curricular activities provided by the school.

33. The quality of information given to parents is very good. The school brochure and the annual governors' report provide a wide range of information about the school and its activities, although there are some minor omissions relating to required statutory information. Regular newsletters and letters about specific events, including information about what their children are studying, ensure that parents are kept up to date about current school activities. They are invited to two parents' meetings and an open evening each year to discuss their children's progress. Attendance at these meetings is very good. Pupils' annual reports are of good quality; they give clear guidance on pupils' attainment and progress, and identify areas for further development. The school actively seeks the views of parents, primarily using questionnaires. Responses are analysed and the findings are used when new or revised school policies and procedures are considered. For example, the school responded positively to parents' concerns relating to the formation of classes in Year 1, and now plans to involve parents in this process.
34. Parents' involvement in their children's learning is very good. A significant number help in the school, supporting the shared reading scheme, assisting in classrooms and accompanying pupils on educational visits. The school makes good use of parental skills, for example, helping with computer lessons, cooking and art and design lessons. The provision of "Helping Your Child" parenting courses, designed to help parents to support their children's reading, writing and mathematics, and courses to support Asian and Afro-Caribbean parents have a positive impact on pupils' learning. There are very good arrangements to involve parents of pupils with special educational needs in the development and review of their children's IEPs, and many attend. There is an active Friends Association that organises social and fund-raising events; significant amounts of money have been raised to finance additional learning resources. For example, they have helped to provide three interactive whiteboards in classrooms, which has enhanced pupils' learning.
35. The school's links with the community are good and make a significant contribution to pupils' learning. There is a very good range of visitors to the school, including artists, musicians, theatre companies and members of the emergency services, who enhance pupils' learning in drama, art and design, music and citizenship. The school makes good use of the local community; visits to a local museum and art galleries support pupils' learning in art, geography and science; local field trips support pupils' learning in history, science and geography. The school's close association with the local parish Church and visits to a Gurdwara support pupils' spiritual and cultural development well. Links with local business and commerce support pupils in English and their personal development. For example, Year 2 pupils are involved in a "Passport to Reading" scheme with a local newspaper.
36. The school's links with other schools are good. They have established very strong links with the local junior school to which most pupils transfer. The school has developed good transitional arrangements, including effective liaison between staff and the transfer of information about pupils' academic and social skills. Pupils have a full day's induction at the junior school, when they meet their class teacher and have a range of lessons. There have been joint meetings between the headteachers and chairs of governors from the two schools to consider ways of promoting both schools within the community. Strong links with local colleges and universities enable work experience and teacher-training placements to be a regular feature in the school. All these activities have a positive impact on pupils' learning.
37. At the parents' meeting, those parents with pupils with special educational needs voiced their complete satisfaction about the information they receive from the school on their children's progress. The SENCO gives useful advice to parents about how to help their children at home, for example, by playing board games that are provided by the school. The parents of the EAL pupils spoken to during the inspection praised the school for the information they receive and are very pleased that the school can offer translations of letters, and translators during parents' evening. Assistants have organised several sessions for parents to learn how to help their children at home, particularly with homework. The local environment was used to help parents

understand how they can help their children learn English vocabulary and numbers simply by looking at street names and numbers on front doors. Parents enjoyed these sessions and there was good attendance. Parents are invited into the school to discuss the targets on their children's IEPs and also to contribute to the annual reviews.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides **good** leadership. Governance is **good** and the school is **well** managed.

Main strengths and weaknesses

- The experienced headteacher provides good leadership, with a clear focus on raising standards and providing high-quality care for all individuals.
- All other senior managers fulfil their roles well.
- Governors are well informed and have a very good understanding of the school's strengths and weaknesses.
- There are very good systems for monitoring performance data and tracking the progress of pupils, and effective systems for monitoring the work of the school.
- The leadership team successfully promotes a school which values and cares for all individuals.
- There are good professional development opportunities but not all are fully effective and their links to the school improvement plan priorities need clarifying.

Commentary

38. The leadership and management of the school have improved since the time of the last inspection; whilst maintaining the overall good performance previously reported, they now include some very good aspects. In recent years, the experienced headteacher has skilfully shifted the focus within the school towards raising standards, with high expectations of all pupils, whilst retaining the previously strong pastoral support for all individuals, particularly the most vulnerable. Together with her senior colleagues and members of the local authority, she has used to good effect the nationally promoted Primary Leadership Programme to increase the focus on raising standards. She has quietly, yet persistently, established a culture in which all pupils are expected to achieve well, and has concentrated on improving the quality of teaching and learning across the school. She is highly respected for her professional integrity by all groups within the school community. She has an unflinching commitment to ensure that all individuals and groups are valued and supported, and has targeted specially trained staff to meet the needs of the most vulnerable and needy.
39. Members of the newly-formed senior management team are fulfilling their roles well individually and collectively. They are sharing the responsibility for the strategic direction of the school and playing a full role in the monitoring and evaluation functions, helping to raise expectations and standards. The new deputy headteacher and the Key Stage 1 manager are already impacting positively on the overall quality of provision and leading their subject areas well. The Foundation Stage manager provides an excellent role model within the Nursery and leads her team very well. The SENCO co-ordinates the work of a large team well so that provision for the relatively high proportion of pupils with special educational needs is good. She has a good overview of what is happening in the school, ensuring that all statutory assessments are completed in accordance with the policy and are carried out accurately and regularly. The communication systems set up in the school by the SENCO are efficient and lead to the pupils making good progress. In particular, the feedback systems used by the teaching assistants to inform teachers and the SENCO are very effective in ensuring that the pupils move forward in their learning in appropriate small steps. There is a new governor representative who has already visited classrooms to become more familiar and informed. The authority's Behaviour Support Team visits on two afternoons a week to provide effective help with pupils with emotional and behavioural problems.

40. Governance of the school is good. The experienced chairman provides good leadership for the full governing body and, together with other colleagues, is well informed about the school, leading to a very good understanding of its strengths and weaknesses. Governors receive detailed and balanced reports from the headteacher and other senior staff identifying issues and successes, and are involved in regularly reviewing progress within the school improvement plan. In addition, they have a rolling programme of visits to the school, with each governor being allocated to a particular aspect of the school and member of staff. These characteristics enable them to play an effective role in the evaluation process and in holding the school to account. They have worked with great commitment and wisdom to manage staffing levels and the longer-term budget at a time of falling rolls in the school. The chairman has been active in establishing a working link with the partner junior school by holding joint meetings; these are intended to promote both schools within the community and reverse the recent fall in rolls. He has also fulfilled the role of critical friend well, providing constructive support and challenge for the headteacher.
41. The school is well managed. It operates very smoothly on a daily basis; all members of staff are clear about their roles and responsibilities and work effectively in their respective teams. As part of the move towards raising standards, the school has developed very good systems for monitoring the performance of individual pupils and groups. The data is collected and collated systematically and very well analysed by various senior managers, who share the findings and agree how best to respond to points that emerge. Much of this work is managed very effectively by the assessment co-ordinator. It has led to a whole-school approach to target setting for pupils, and providing additional support for certain groups in the quest to raise standards. Monitoring of the school's performance is co-ordinated well by the headteacher, who takes a lead in much of the work, but who is deliberately extending the responsibility for this to other senior managers and subject leaders. The honest and realistic approaches taken have led to accurate assessments and helped to identify what needs to be done. Outcomes are shared with colleagues and governors and changes in practice are followed up. There is a comprehensive programme of professional development to which all the staff are fully committed. However, there is no overall clear schedule demonstrating how this development links with key priorities within the school improvement plan. There is an extensive programme to support the induction of newly qualified teachers but this is in need of reviewing to ensure it works as intended.
42. The management of the provision for pupils who speak English as an additional language is good. The experienced co-ordinator ensures that the pupils are given as much support as possible during the time the teacher and bilingual assistants are employed. The EAL manager works very closely with the SENCO as, sometimes, their roles overlap when EAL pupils have special educational needs. The manager organised an Afro-Caribbean week especially to raise the profile of the increasing number of Afro-Caribbean pupils and to encourage their parents to become more involved with the school. This proved to be very successful as the contacts made enabled the school to identify parents' needs and for the EMAG teacher to order more resources relevant to those needs.
43. Financial management is sound and there are effective procedures for monitoring the budget. During the last year, the school unexpectedly experienced significant falling rolls; the subsequent loss of income required it to set a deficit budget, in agreement with the local authority. Governors have produced a long-term budget plan, approved by the local authority, showing how the school will be operating within a balanced budget in three years. This has implications for future developments and for the maintenance of current staffing levels. A recent independent local authority audit found financial procedures to be secure and all minor points raised were responded to by the school. Given the good achievement by pupils, the good quality of teaching and learning and overall good provision, the school is providing good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	Balances (£)
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Total income	760,350
Total expenditure	770,122
Expenditure per pupil	3,533

Balance from previous year	16,081
Balance carried forward to the next year	6,309

44. There are a number of significant aids to raising achievement further. They include the good teaching and learning, the headteacher's commitment to raising standards, the pupils' positive attitudes and behaviour, the successful involvement of parents in their children's education and the very good accommodation. The main barrier at present is the uncertain provision within the Reception Year following some changes of staff and the failure to build on the excellent start obtained by pupils in the Nursery class.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, provision for children in the Foundation Stage is good and has been maintained since the last inspection. However, there is currently a significant difference in the quality of provision between Nursery, where it is excellent, including much of the teaching, and Reception, where it is satisfactory. The children enter the Nursery and Reception at two points of entry, in September and January. They attend part-time in Nursery and full-time in Reception. Children are taught in single year groups, with joint working in the two Reception classes. The curriculum provides an appropriate balance between adult- and child-initiated activities, direct teaching and opportunities for children to pursue their own interests. It covers all the areas of learning and is appropriately planned across the year. The quality of curriculum planning is excellent in the Nursery, with rich and exciting activities which are well matched to the needs and interests of the children, and provides appropriate challenge. Planning in Reception is satisfactory overall. However, planning for the outdoor curriculum is unsatisfactory. Attainment on entry to Nursery is below expectation; children achieve well because the teaching is at least very good and sometimes excellent, and the majority are in line to achieve the Early Learning Goals by the end of the Foundation Stage. Teaching and learning in the Reception classes are satisfactory but do not build sufficiently on the progress children have made in the Nursery. Entry to Reception includes a significant proportion of children from other settings. The majority of children have attended some form of pre-school provision. All practitioners are very good role models for the children and manage them well. There is a good ratio of adults to children and very good provision for children with special educational needs and those who speak English as an additional language. All staff work well as a team, carefully monitoring children's progress across the year. In the Nursery, there is very good use of observational assessment to inform planning, but in Reception the activities are not developed sufficiently in response to children's learning to provoke sustained interest and provide sufficient challenge. The accommodation throughout is very good, and children have continuous access to separate and secure outside areas. Leadership of the Foundation Stage is very good and the co-ordinator provides an excellent role model to colleagues. The recent staffing issues in the Reception Year have limited the co-ordinator's impact but there has been significant development of practice, support for colleagues and development in tracking the progress of children. Children are prepared well for transfer to Key Stage 1, which is then built on in Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the high expectations set by staff and good teaching.
- Supportive relationships are being established and children are confident and happy.
- The organisation of the day and the resources enables children to develop independence and confidence.
- Children have positive attitudes to their work.
- Children in Reception do not maintain their attention well in child-initiated activities.

Commentary

45. The personal, social and emotional development of the current intake of pupils is better than the previous cohort and by the end of Reception is generally as expected for their age, although there are fewer higher-attainers than would be expected. Achievement across the whole of the Foundation Stage is good. Children know the routines well and what is expected of them. They settle quickly to tasks, using equipment with care and almost always replacing it. They are expected to clear up after themselves without much prompting and the majority

achieve this. The good teamwork by practitioners gives the children very good role models for co-operation and a calm approach to work. Children are encouraged to take turns, share and to put their hands up when answering questions. On the few occasions when children are reluctant to conform, the staff have very good strategies to help them join in and learn to consider the needs of others.

46. In the Nursery, the excellent planning and teaching enable the children to achieve high levels of involvement in the exciting activities that are available to them. They confidently choose additional equipment and seek any support from adults that they want. In Reception, staffing issues have resulted in some lack of continuity in expectations, which has impacted on children's progress and achievement is therefore only satisfactory. The provision both inside and out is weaker in Reception and does not always provide sufficiently strong interest or provoke the engagement of the children to develop their concentration. Across both year groups, practitioners treat each other and the children with courtesy and respect. This leads to trusting relationships and helps children to succeed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The majority of children's achievements in communication, language and literacy are sound.
- There are fewer higher-attainers than would be expected nationally by the end of Reception.
- Children listen very well to other children and adults.
- Opportunities are missed in group sessions in Reception to extend children's language for communication and thinking.

Commentary

47. The communication, language and literacy development of many of the children is below that expected nationally when they arrive in Nursery. Progress is inconsistent across the Foundation Stage. Achievement is very good in Nursery but by the end of the Reception Year, while outcomes are broadly in line with national outcomes, there are significantly fewer higher-attainers than would be expected. The children listen very well during class or group sessions and with encouragement will talk in front of others. They initiate conversations during independent activities. The very good relationships and the adults' genuine interest in what the children have to say gives them confidence to talk and offer their ideas. However, in some class sessions in Reception the children are not given sufficient opportunities to offer their ideas or explore their understanding. They enjoy books, handle them carefully and have an enthusiasm for reading. They take books home and parents have regular opportunities to read with them in school.
48. In the Nursery, the children make very good progress because of the very good teaching and rich opportunities that they are given. All staff take every opportunity to extend children's vocabulary and oral skills through probing questions and modelling. The children respond well to targeted questioning which helps them to share and develop their ideas. They confidently make marks and are starting to write their names. Specific resources for reading and writing are good. In Reception, teaching is satisfactory. There are insufficient opportunities to embed literacy skills in other activities across the areas of learning and children do not maintain the progress that is made in Nursery. They are not yet sufficiently confident at linking sounds and letters and there is weak differentiation for more-able children. Children write for a range of purposes, making their own signs in the role play area and enthusiastically writing a message for their balloon. However, much of the writing is still at an early stage. Progress in writing in Reception has been unsatisfactory this year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There are sound medium- and short-term plans for mathematics sessions.
- Mathematics is insufficiently embedded across the activities in Reception and opportunities are missed for children to use their knowledge in context.

Commentary

49. Children's achievement in mathematical development is sound and is broadly in line with national expectations. By the end of Reception, children's use of number for labels and for counting is good. They count with confidence and are working at levels expected for their age. In calculation, children are broadly in line with national expectations; however, a significant percentage of more-able children achieve less well. The very good teaching in Nursery leads to children achieving very well. Number is embedded within an excellent range of play activities which provides a real context in which to use numbers. For example, children wrote their scores in skittles either in numbers or by tallying. This was then extended on the third day to the skittles having numbers and more-able children having the challenge of adding the scores up. Children use numbers with confidence in the Nursery; activities are planned which build on their interests and enable them to develop their understanding, for example, in the sand when they were exploring the concept of half-full.
50. In Reception, teaching is satisfactory. Evidence in children's books shows that mathematics sessions cover an appropriate range of activities across the year in shape, space and measure. The current topic of time involves them in making clocks as well as experiments in timing activities. They are beginning to recognise 'o'clock' times. Planning for children to use mathematical understanding in other areas of learning is unsatisfactory in Reception, particularly outside, and children do not therefore maintain the same rate of progress. Achievement in mathematical development across the Foundation Stage is therefore only satisfactory and does not build sufficiently on the very good progress in Nursery.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities planned for children in the Nursery are very good both outside and inside.
- Activities in Reception are satisfactory, although support for children's learning outside is weaker.
- Effective planning ensures that there is a satisfactory curriculum coverage across all aspects of this area of learning.

Commentary

51. Most children attain the standards expected at the end of the Reception Year. Nearly all children show a positive attitude to this area of learning and frequently maintain interest and concentration in an activity set out, enabling them to achieve well. Non-fiction books are used well to support displays. A good variety of appropriate and interesting activities is planned to stimulate children's curiosity and enhance their understanding in both year groups. In the Nursery, evidence from lesson observations and photographs identifies an excellent range of activities for children to explore and understand their world. The very good interventions by practitioners in Nursery stimulate children's curiosity and enhance their understanding. Planning indicates that all areas are developed effectively alongside each other, for example, in Reception children were making kites, building aeroplanes, creating a hot air balloon for role

play and testing paper helicopters in science. However, teaching outside in Reception is unsatisfactory as there is only limited intervention and challenge with children working outside and opportunities to question and develop children's understanding are unsatisfactory. There was limited use of computers within the lessons observed in Reception classes. Resources are satisfactory and good use is made of recycled materials.

52. An example of an excellent activity in the Nursery, was when children were observing empty snail shells. The term 'spiral' had been introduced the day before, and in discussion one child called the pattern a 'circle'. The teacher quickly took a piece of paper and drew a circle and a spiral and asked the children if they were the same. The very good questioning by the teacher led to a focused short discussion which drew on the children's observational skills and enabled them to explore the specific features of a spiral in relation to a circle, as well learning to discount factors such as size.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There is very good access to secure and separate outside areas for both Nursery and Reception classes.
- Opportunities for the use of the outside areas are very good in the Nursery and satisfactory in Reception.
- Provision for developing skills using small-scale equipment is good but the use of large-scale equipment is more limited.

Commentary

53. Children's attainment in this area is below that normally found when they enter the Nursery. Most children make good progress and are broadly in line with national expectations by the end of the Reception Year. Both the Nursery and Reception Years have access to an outside area. Resources are very good in the Nursery and are particularly well planned to meet the needs of children. Teaching is very good and practitioners provide very good challenge for children, for example, in cutting spirals and in using tools such as hammers and screwdrivers with care and control. Opportunities in the Nursery through a sand activity with small containers and the handling of the snails led to children practising fine motor skills and demonstrating very good control. Planning in the Nursery provides a very good range of activities both inside and outside to challenge and engage children. Nursery children have access to wheeled toys, although these were not in use during the inspection.
54. Reception classes use the hall for small apparatus work but there is no large climbing opportunity or bikes available on a daily basis. They move with good control using space well and without colliding with each other. Teaching is good and children develop their manipulative skills well by handling dough, scissors and brushes and by the end of Reception they are using tape and glue with precision. They use small construction equipment with dexterity. Reception children have a good range of activities indoors but planning for outside does not fully utilise the potential of the space and resources available, limiting the children's progress.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are good activities planned to support learning across the other areas within creative development.
- Resources to support creative work are good.
- The accommodation to support creative development is very good.
- Creative development is very good in the Nursery.
- Opportunities for creative development outside in Reception are unsatisfactory.

Commentary

55. Most children achieve well in this area, having arrived in school below the normally expected levels of attainment. The majority of children are broadly in line with the expected levels of achievement in creative development by the end of the Foundation Stage. There is very good accommodation in both Nursery and Reception to provide creative experiences. In Reception, there are additional bays in the corridor outside the classroom as well as the large outdoor space; however, the opportunities for creative development outside were unsatisfactory and the planning for the use of all the space does not build fully on the curriculum coverage in the Nursery, where the provision is very good both outside and inside. Here, activities are planned which build well on children's interests; for example, during the inspection, role play outside included a doctor's surgery which had been suggested by a child the previous week. Resources are rich and teaching is very good; for example, the good modelling of play by practitioners supported children in using the three role play areas and sustaining their collaborative play. There are very good resources for creating models with small bricks; for example, one child made a castle with bricks and cardboard cones. Children are encouraged to explore using all their senses, they create very good models of snails in clay and are able to describe their work well.
56. The activities outside in Reception are limited to modelling using recycled materials and some small-world play. There is no role play outside and the presentation of the activities is weak and does not excite children or support sustained work. In Reception, they have had experience of painting, sticking and creating role play areas. They handle scissors and glue brushes with good control. Teaching is satisfactory in Reception, but intervention by practitioners across the teaching areas is weak and children are not sufficiently supported and challenged. Photographic evidence identifies a satisfactory range of experiences, including some detailed models using small bricks and figures. In all classes, children join in well with singing and rhymes. The rich and exciting provision in the Nursery enables the children to make very good progress in creative development and achieve well, but this is not built on sufficiently in Reception.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement is good in speaking and listening and reading and writing because the quality of teaching is good and, sometimes, very good.
- The leadership initiative of introducing different methods, such as role play, into the repertoire of the skills of teaching reading and writing has been very successful in improving standards.
- Shared reading sessions are effective in ensuring very good links with parents.
- Improved assessment procedures, including those organised mid-year, have been successful in improving standards.

Commentary

57. The school has worked hard to maintain standards in reading and writing in Year 2 since the last inspection. Inspection findings are that standards have improved significantly since the end-of-year tests in 2004, when standards in reading were judged to be average and those in writing below average when compared to those in similar schools. Standards in reading and writing are now above average, and achievement is good. The higher-attaining pupils are performing particularly well in all aspects of English, and are achieving better than other higher-attaining pupils nationally. All groups of pupils exceeded their targets. The achievement of pupils with special educational needs and those who speak English as an additional language is good and reflects the effective teaching that has improved significantly since the last inspection. No significant difference was evident between the achievement of boys and girls.
58. The quality of teaching and learning in almost all lessons is good. In several lessons, very effective methods were observed to improve pupils' speaking and listening skills. These included:
- pupils discussing, in pairs, possible answers to questions;
 - pupils role playing as the characters in a story and acting out small scenes with dialogue; and
 - pupils role playing and answering questions from other pupils while pretending to be someone else.

The use of role play in lessons was introduced last January. It has been very successful in improving the pupils' speaking and listening skills as well as their writing skills because they are writing from their own sensory experiences.

59. The shared reading sessions held twice a week are very successful. Parents join their children and there is a buzz of enjoyment with everyone reading and sharing books. Parents were observed writing in the home/school contact books describing how their children had reacted to specific books. Other taught reading sessions are equally successful. In one lesson, where teaching was very good, pupils read non-fiction books in groups and were expected to answer questions either from the teacher or the assistant or write their answers independently. Very good assessment was noted in this lesson and a very swift pace, with all groups of pupils making very good progress. They were able to talk to visitors confidently about their knowledge of how to use the attributes of non-fiction books, such as the index, glossary, headings and sub-headings. The use of non-fiction books has been one of the successful methods the school has used to encourage boys to read more and to improve boys' standards in reading.
60. The teaching of writing is good overall and, sometimes, very imaginative. For example, in one lesson because, firstly, the choice of poem introduced a sense of wonder and was very appealing to the pupils and, secondly, because of the very good methods used to teach writing. Before the pupils set to work they were asked to remember the 'top tips' for writing, such as punctuation, describing words, etc. The lower-attaining group of pupils were reminded to 'hold the sentence in your head before you forget it'. The assistant, who was supporting pupils very well, reminded them of this before they began writing.
61. The quality of leadership and management of English is good. This is an improvement since the last inspection when leadership of subjects throughout the school was a key issue for improvement. The co-ordinator, in partnership with the assessment co-ordinator, has been responsible for tracking the progress of pupils in English both as a mid-year review and at the end of the year. The mid-year review has been effective in allowing all teachers to adapt the targets for their pupils and adjust expectations. The whole process of assessment in English has improved significantly, including marking that is very effective in improving writing skills. The introduction of extended writing homework during holidays has also contributed to improving writing for both girls and boys, and the manager ensures that the use of role-play methods is included in all planning. Targets are used effectively by teachers, who remind pupils

before they begin their work, and the new style of planning the teaching of writing in a two-week block has been received well by all teachers. All these initiatives have clearly contributed towards an improvement in standards.

Language and literacy across the curriculum

62. The pupils use their literacy skills well in several subjects, including technical vocabulary in science and showing good skills in writing their plans and evaluations in design and technology. In religious education, pupils had written quite lengthy pieces for this age group about 'The Last Supper', for example, and had made little booklets about their feelings. In science, pupils are able to write in different styles, for example, descriptive and evaluative.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and by the end of Year 2, standards are above the national average.
- The quality of teaching is good, with high expectations of pupils of all abilities, who consequently learn well.
- Good deployment of support staff enables groups of pupils with specific needs to progress well.
- Very good monitoring and tracking of performance data enable effective target setting across the school.
- Teachers provide a stimulating mathematical learning environment which encourages and supports the pupils.

Commentary

63. Standards attained by pupils at the end of Year 2 are above those expected nationally at this age and also above those found in schools in similar neighbourhoods. This is an improvement on the standards in national tests in the summer of 2004 and they maintain the above-average standards reported when the school was last inspected. Pupils of all abilities achieve well during their time in the school. They arrive at the end of the Foundation Stage a little below the national expectations. The consistently good teaching supports good achievement so that by the end of Year 2 all the pupils are attaining standards at least in line with the nationally expected minimum; this reflects the good achievement by the pupils with special educational needs. A higher-than-usual proportion of pupils marginally exceeds the nationally expected levels for their age, although relatively few pupils exceed them by a substantial margin. Pupils have a good understanding of the number system and how to make basic calculations. During the inspection, all classes spent short sessions at the beginning of lessons practising number bonds, sequences and table facts, helping to achieve the good standards in number calculations. Pupils were also working on the concepts of capacity and symmetry, helping to ensure a balanced curriculum covering all the concepts within the National Curriculum and National Numeracy Strategy. However, they are less confident in talking about strategies used, and how they would solve mathematical problems. The good achievement is a result of a number of factors, including:

- Teachers ensure that activities carefully match the needs of different groups in class lessons in Year 1 and in the three ability sets in Year 2.
- Good use is made of support staff to work alongside groups of pupils with specific needs, including those for whom English is an additional language and those with special educational needs.
- Good use is made of the very good performance data to track the progress of individuals and groups and to set challenging targets.

64. The above factors are also contributory factors to the good teaching and learning. In addition, teachers plan their lessons well, within their year group teams, to ensure a good range of

activities which motivate and interest the pupils. They have high expectations of their pupils and a good knowledge of the subject which enables them to explain new concepts clearly. They make very good use of apparatus to provide their pupils with practical experiences, for example, in the work on symmetry and comparing capacities of different containers, and they provide good opportunities for pupils to work in pairs. The pupils' good attitude towards one another and their work supports their learning and they are able to sustain concentration and persevere even when the work is challenging. Classrooms contain clear and imaginative displays of mathematical information and some of the pupils' work is displayed in order to demonstrate techniques used, for example, recording their strategies for manipulating numbers to ten on mini-whiteboards. Pupils' targets for mathematics for the term are prominently displayed and on occasions teachers make reference to them in their teaching. Targets are also shared with parents regularly, enabling them to contribute effectively to their children's learning. Members of the support staff team are deployed well. They work well with small groups in lessons or parts of lessons, helping ensure all groups are appropriately challenged. They play an effective role in the assessment and recording of pupils' progress, completing summary sheets at the end of each lesson. There are good systems for assessment and recording which operate consistently across the school. In addition to on-going assessment during lessons, teachers mark their pupils' work conscientiously, providing clear information about what is good and how they can improve. This contributes to their good achievement, as do the good systems for assessing and recording progress at the end of units of work, and the very good systems for tracking progress from one term to the next over the two years. A large proportion of the pupils' work is completed on sheets of paper and stored loosely in folders. This indicates a relatively high dependency on published worksheets, which the school has recognised as an area for development. Although dated and marked, the random storage of this work does not help in the monitoring of progress over time.

65. The relatively new mathematics co-ordinator leads the subject well. She has a good understanding of the mathematics curriculum requirements and provides a good role-model for colleagues, particularly by the quality of the mathematics environment in her classroom. She has used the opportunities within the Primary Leadership Programme to strengthen her leadership role across the school in terms of monitoring the standards and the quality of teaching and learning. Consequently, she has a good knowledge of the strengths and weaknesses and is working well with the senior management team to address these in order to raise achievement further.

Mathematics across the curriculum

66. Pupils' competence in numeracy skills supports their work in other subjects well. Examples of these include the gathering and presentation of data in science, geography and information and communication technology by Year 2 pupils, and an awareness of chronology in history being strengthened by an understanding of timelines.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and are in line with national expectations at the end of Year 2.
- Achievement has improved, particularly for more-able pupils.
- Pupils use technical language well.
- There are weaknesses in the recording and marking of work.

Commentary

67. Standards in science are in line with national expectations by the end of Year 2. The end-of-year school assessments show an improvement in the attainment of the most able pupils, with an increased proportion of these exceeding the nationally expected level. The current Year 2 children entered Year 1 in line with national expectations and have made satisfactory progress.

Teaching is at least satisfactory across the infant years and there is good support for pupils with special educational needs and those for whom English is an additional language. No differences were observed between the achievement of different groups, except more boys achieve above the national expectations than do girls. Long-term plans match science themes to the topic to gain curriculum coverage. Each theme has a focus on scientific enquiry. Lesson plans identify objectives and linked activities for each lesson. There is some good work produced by more able pupils, particularly in Year 2; however, the presentation of some pupils' work is unsatisfactory.

68. Teachers throughout the school encourage pupils to investigate and think about science in an enquiring way. Pupils enjoy the subject and this helps them to remember their earlier work. For example, at the start of a lesson, pupils were able to recount what they had done in a previous experiment on the factors which impact on growth and replaced the term 'soil' for 'compost' which they had used. Lessons have an appropriate level of investigation and by the end of Year 2 pupils are able to predict what they think might happen and are beginning to recognise when a test or comparison might be fair. Pupils' attitudes and behaviour in science are satisfactory, although younger pupils can become over-excited if there is insufficient focus to their activity. The quality of teaching and learning is satisfactory, with some good lessons. In the better lessons, the pace is good; however, in one observed lesson with younger pupils the session was overly long and did not provide the opportunity for pupils to reflect on what they had learnt at the end of each group activity. Pupils' workbooks demonstrate good curriculum coverage, although there is an over-reliance on photocopied commercial worksheets, particularly at Year 1, which makes it difficult to track progress. Marking is inconsistent and does not identify to what extent pupils have achieved the learning objective. There is a good assessment system in place to track pupils' progress. There is limited evidence of the use of ICT in science. There are good displays which evidence the use of technical vocabulary, a visit to a local play park as part of work on forces and pupils' investigations.
69. Subject leadership is satisfactory. Tracking of pupil progress and the analysis of outcomes are in place. The subject leader has a sound knowledge of the areas for improvement which are identified in an individual action plan and there have been a number of improvements since the last inspection. These include a steady improvement in standards, the tracking of pupils' progress and an improvement in the challenge for more-able pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The large classroom designated to become the new ICT suite in September is intended to address the currently inadequate space allocated to this function.
- The quality of teaching is satisfactory but some teachers lack confidence and understanding.
- The new subject leadership team has a good grasp of issues to be addressed and a clear strategic action plan to improve overall provision.

Commentary

70. Standards in ICT are in line with national expectations by the end of Year 2 and the achievement of most pupils is satisfactory. This maintains the previously reported standards and rate of achievement and reflects the developing skills of the pupils at a time when national expectations in the subject are also rising. The current arrangement for the ICT suite is inadequate, with just eight computers in an alcove on the main corridor of the school, and this

is impacting negatively on the quality of provision and standards attained. Classes have to be split in two, reducing the time for each pupil to work on a computer, and the constant flow of people along the corridor in front of the interactive whiteboard is distracting for teachers and pupils alike. Nevertheless, pupils are making sound progress and have covered aspects of ICT in each of the strands of the National Curriculum. During the inspection, pupils in Year 1 were reflecting on how ICT can be used to store and present information, and some were engaged in an ambitious project, working in groups to produce a poster using a range of techniques, including ICT skills. In Year 2, pupils had used a spreadsheet to record and present data in science and geography work and had reflected on the relative merits of using ICT for this purpose. They were also learning how to use a CD ROM to obtain information for a history project, noting the range of information available and how to become selective.

71. The quality of teaching is satisfactory overall, but there is considerable variation which leads to variable progress in lessons. During the inspection, half the lessons observed were good, with just one being unsatisfactory. Strengths included the clear exposition by a teaching assistant who led one lesson for pupils learning about the use of icons, and in another good lesson carefully prepared opportunities by the class teacher for pupils to practise skills in producing information and material for a poster. In this lesson, pupils were learning a range of skills within the context of a task, successfully reinforcing the notion that ICT is an enabling facility. The unsatisfactory lesson was characterised by some muddled planning and low expectations of the pupils, repeating an activity from earlier in the term. The school successfully introduced a new form of assessment and recording for ICT at the beginning of the school year. This provides a clear structure and a good record of progress made. However, after just one year's use it is already under review following staff discussion about a local authority system said to be less onerous on the teachers.
72. The subject is led well, being co-ordinated by a relatively new team of two senior members of staff who share the responsibility. They provide good role-models, have a clear vision for improving the current satisfactory provision and have detailed plans related to the new ICT suite, the networking of machines and providing more computers and interactive whiteboards around the school. These are intended to increase the opportunities for all pupils and make their previous work more accessible. The subject leaders are implementing a programme of staff development, having led several staff meetings this term, and are planning the details for an INSET day on ICT at the beginning of next term. They are very well supported by an ICT technician, who is also a teaching assistant. This technician manages the suite well from day to day, ensuring systems are fully operational ready for teachers and pupils, and, on occasion, leads lessons, enhancing pupils' learning. Although the current suite is too small, it is well organised, with clear guidance to pupils and a range of their previous ICT work attractively displayed.

Information and communication technology across the curriculum

73. Teachers make good use of ICT to support teaching and learning in other subjects; an example of this has been the recent data analysis work in geography and science in Year 2. Pupils have also used a digital camera to record work in other subjects and enhance displays, and they confidently use listening centre machines for listening to pre-recorded stories in English. Good use is made of ICT to store photographic evidence of pupils' work in design and technology. The new suite and additional interactive whiteboards, scheduled for installation at the beginning of the autumn term, are intended to increase the availability of ICT to all teachers and pupils.

HUMANITIES

History, geography and religious education were sampled.

History and Geography

74. In humanities, work was sampled, with only one lesson seen in geography and none in history. It is therefore not possible to form an overall judgement about provision in these subjects.

Evidence from children's work and displays indicates that standards are broadly in line with national expectations at the end of Key Stage 1 and have been maintained since the last inspection. In both subjects, visits are used to support the work and provide first-hand experience. Pupils use literacy skills to record their knowledge, through postcards, labelling pictures and report writing. In history, pupils are developing a sound understanding of past and present and Year 2 pupils are able to create simple time lines. In geography, pupils in Year 1 are able to draw simple maps, while Year 2 are able to make comparisons between their town and a nearby village.

75. Resources are satisfactory with books, globes, photographs and artefacts; these are used to create good displays which celebrate pupils' work and support learning. There is limited evidence of the use of ICT within geography and history. Planning in the one lesson observed had clear learning objectives and support for pupils with special needs. There is considerable overlap in the work on the seaside which is being undertaken by Years 1 and 2 and the long-term plans should be reviewed. The subject leader monitors the subjects through lesson observations, assessment and planning. There are appropriate plans for the future development of both subjects.

Religious education

76. No religious education lessons were taught during the period of the inspection; it is therefore not possible to form an overall judgement about the provision in this subject. The school follows the locally agreed syllabus. Evidence from photographs and pupils' work demonstrates appropriate coverage of the curriculum and the involvement of families in sharing their festivals and beliefs. Pupils have produced some good written accounts about the life of Jesus. Assemblies are held every day and some involve the youngest children. While assemblies fulfil the statutory requirement related to collective worship, opportunities within them for pupils' spiritual development were weak during the time of the inspection.
77. There are good resources to support work on festivals in Christianity and three other major world faiths, in line with the syllabus. The subject leader has undertaken a few classroom observations but monitoring has not been in enough detail to evaluate the quality of teaching and provision effectively. Pupils are assessed against the local syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and physical education were inspected. Art and design and music were sampled.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils enjoy the subject and work quickly and with confidence.
- Leadership and management of the subject are good.

Commentary

78. By Year 2, standards are above national expectations. Achievement is good and this is an improvement since the last inspection. The quality of teaching and learning has also improved and is good with some very good features. A very lively style of teaching and high expectations in the lesson observed in Year 2 immediately engaged the pupils, who were keen to begin to design a creature with moving arms. The task was to include in their design an up and down movement feature. Pupils worked hard. They completed their design and wrote a list of the resources needed in a comparatively short space of time. They began to cut out the parts

needed before the end of the lesson. It was clear that pupils have had a good grounding in this subject and are very familiar with expectations. Their evaluations of previous work were unusually good for pupils of this age and showed their complete confidence in use of language and the ability to phrase their evaluations well. 'I like my model because..... I would change the background because'. Pupils have good skills in designing, making and evaluating. From the scrutiny of work in Year 1, similar high expectations were evident in the photographs stored on the website as well as work on display. Again, standards are above expectations for this year group and pupils have had a wide experience in the subject. Teaching and learning are good. This is supported by the very good subject knowledge of the co-ordinator and imaginative activities planned. Marking is good and teachers insist on the pupils thinking more about their design and adapting it accordingly.

79. Leadership and management in the subject are good. Everyday assessment by teachers is good, with pupils being moved on in their learning constantly. Resources are good and stored well. The attractive and interactive displays show how much the staff value the pupils' work and all pupils are proud and pleased to talk about how they made their models. Good use is made of ICT by storing photographs of products as most are too large or unwieldy to keep. The subject makes a good contribution to the arts curriculum.
80. In the one lesson observed in **art and design**, Year 1 pupils showed skills well above those normally expected of their age group working with clay and sculpting with card and other materials. Pupils had previously wrapped clay around large, flat or curvy shells and unwrapped them to reveal texture. In this lesson, they were expected to use their learned skills to form the shapes in clay and, using clay tools, create texture. The teacher is trained in art and design and her high expectations, encouragement and very good skills in teaching the pupils how to mould clay motivated them to produce very high quality work. They showed great patience and care and were proud of their finished models. Other pupils used card, cocktail sticks and other plastic materials to make sculptures of the shells and, again, they persevered and showed above-average skills in sticking and joining different materials.
81. Very good vocabulary was used in the plenary session and the pupils explained how they had made their model while others asked questions. They were also able to explain how they would improve their model if they had the opportunity to make it again. All the pupils listened intently and asked very sensible questions. This was a very good session for improving pupils' speaking and listening skills as well as their personal development and their self-esteem.
82. A tour of the school with the very knowledgeable art and design co-ordinator showed a very wide range of exciting and innovative art projects, sometimes based on the National Curriculum but also on the ideas of the co-ordinator. A stunning display of paintings of Kente cloth (African) designs is an example of how the school celebrates its cultural diversity in curriculum areas and forms links with other subjects, in this case, geography. An excellent display of sculptures in clay and other materials based on ideas from the Grizedale Sculpture Park 'art in the environment' work showed that pupils had been bold with their ideas. Their work was mounted on small plinths with the name of their sculpture on small labels just as if their models were being exhibited in a gallery. The whole school visited the National Gallery last year and this proved to be an extraordinary experience for these young pupils.

Music

83. Only one lesson could be observed so it is not possible to make firm judgements on the quality of provision or standards attained. The one lesson observed was in Year 2 and was very good. The teacher used her very good subject knowledge to ensure all pupils were constantly involved in learning. They reflected on the choice of percussion instruments to evoke particular images, practised on these instruments, learnt a new song, and then recorded, evaluated and refined their performance. The lesson, conducted at a good tempo, provided pupils with a very good range of experiences which they enjoyed.

84. The music curriculum is structured around a commercial scheme designed for non-specialists, and also used by the partner junior school, helping to ensure continuity for the pupils. In addition, all pupils share whole-school singing sessions and take part in musical productions at key points of the year. The curriculum is further enhanced by visiting performers, such as a well-known broadcaster recently leading a singing session and a Caribbean steel band. The good range of musical instruments has been strengthened by parental donations and includes instruments from different cultures around the world, including from Africa, the Indian sub-continent and South America. Parents have also added to the school's extensive library of compact disks. There are no whole-school assessment and recording procedures; teachers devise their own systems in order to report satisfactorily to parents at the end of the school year.
85. The subject is led by an experienced teacher and accomplished musician who works effectively to maintain the profile of the subject across the school. She leads school singing sessions, in which the pupils sing well, runs recorder clubs attended by almost half the Year 2 pupils, co-ordinates various special musical events and manages the resources. She has not had the opportunity to observe lessons across the school.

Physical education (PE)

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Very good accommodation inside and out makes a strong contribution to overall provision.
- There are well planned experiences for pupils to become aware of their health and fitness.
- Leadership in the subject is unsatisfactory after a period of transition.

Commentary

86. One dance lesson and parts of four games lessons were observed. Standards attained in these areas of PE are in line with national expectations by the end of Year 2 and pupils' achievement is satisfactory. These maintain the standards achieved as reported in the last inspection. Gymnastics was not being taught during the inspection and so there is no judgement for this aspect of the PE curriculum. All classes are timetabled for two PE activities during the week, each of approximately 45 minutes. During the inspection, most PE lessons were outside, making the most of the summer weather.
87. Pupils are learning to perform traditional country dances, responding well to the music, and they can perform a relatively complex sequence of movements with fluency and in time to the music. They enjoy performing, spontaneously beginning to sing as they dance. In the games lessons, pupils are learning skills in preparation for small games techniques using bats and balls, and preparing for the school sports day. Their co-ordination skills are very variable, in line with those usually seen within this age group.
88. The accommodation and outdoor facilities are very good, making a strong contribution to the PE programme. Apparatus is well cared for, of good quality and accessible to pupils and teachers. In most lessons observed, the very good accommodation contributed significantly to the quality of learning and the range of teaching styles available to the teacher. For example, the large hall with very good floor surface enabled pupils to work barefooted with plenty of space when developing their dance skills. In games, a large flat all-weather surfaced area with marked zones enabled a teacher to direct pupils and in another lesson a running track marked on an extensive flat grassed area supported teaching and learning.
89. The quality of teaching and learning is satisfactory, as reported last time. The quality of planning is too variable and does not consistently follow the nationally recommended guidance

adopted by the school. In a good Year 2 activity, after an effective warm-up, one teacher ensured the pupils worked in pairs with lots of opportunities to practise and refine their skills; in another session, a Year 1 class were operating with just one bat and ball between them, with little direct involvement by the vast majority of pupils and consequently little progress. In a lesson on the field, the teacher set high expectations of pupils in practising skills on the marked running track for sports day. However, in the same lesson, the teaching assistant did not engage sufficiently with a group practising skipping skills and so these pupils' learning was limited for that part of the lesson. The pupils' own positive attitudes contribute well to their learning. For example, they collaborate very sensibly, concentrating hard in sets of eight learning a country dance, and in games they work well in pairs using bats and balls.

90. A strength of the subject is the high priority given to pupils learning about their health and fitness, which is linked to their science lessons. Teachers ensure their classrooms have very good displays promoting and celebrating a range of activities. For example, in one Year 2 classroom an area is given over to a 'health and fitness club' where pupils can book in appointments for sessions on the specially adapted exercise bike or exercise mat. Pupils have drawn and written about features of a healthy lifestyle and diet. They have recorded the impact of exercise on their bodies by jogging for five minutes and recording changes in heart rate. Another aspect is the use of 'brain gym' for short periods at the beginning of lessons, after a sedentary period. The pupils enjoy these sessions sustaining effort and working hard within the practised sequences. The school has found the sessions increase pupils' levels of concentration.
91. Leadership of the subject is in transition and at present is unsatisfactory. There is a very new leader who is inexperienced but enthusiastic, and has ideas to enhance the overall provision by improving planning and teachers' expertise and by making best use of the very good facilities. The new leader has not been in post long enough to have gained an understanding of current practice across the school or to impact on standards, but has worked hard to develop some materials and guidance to be shared with colleagues.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

92. The programme for personal, social and health education (PSHE) is good overall and makes an effective contribution to the pupils' personal and social development. Health education is very good and the school is strongly aware of the need to ensure that pupils have a good understanding of the need for a healthy lifestyle. All the pupils enjoy their fruit in the mornings and short sessions of 'brain gym' are organised within lessons when pupils carry out co-ordinated physical activities. This ensures that the pupils are revitalised and ready to learn effectively. In some classrooms, teachers have arranged exercise corners with bicycles on stands, and pupils enjoy testing their pressure points after vigorous cycling. In the excellent and well equipped outside environment, the pupils enjoy taking part in many types of physical exercise at playtimes and lunchtimes.
93. Sex education is addressed appropriately for this age group and a drugs policy is in place. Most classes in the school have a timetable slot for personal, social and health education (PSHE) when the pupils are able to discuss happenings that may worry them. The school has recently introduced a scheme of work for PSHE that is proving very helpful, in particular, for calming those pupils who have emotional and social problems. Pupils are beginning to learn about citizenship by asking questions of the active school council. Two representatives from each class bring ideas and problems to debate at the monthly meetings.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3

The effectiveness of management	3
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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).