

INSPECTION REPORT

THE BRIGG INFANT SCHOOL

Alfreton

LEA area: Derbyshire

Unique reference number: 112623

Headteacher: Mrs I Martin

Lead inspector: Mr K Williams

Dates of inspection: 9th – 11th May 2005

Inspection number: 268044

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 4 - 7
Gender of pupils: Mixed
Number on roll: 163

School address: 39 South Street
South Normanton
Alfreton
Derbyshire
Postcode: DE55 2DA

Telephone number: 01773 811317
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Appropriate authority: Governing body
Name of chair of Mr Barry Thacker
governors:

Date of previous 28th June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

The Brigg is a smaller than average community infant school with 163 pupils on roll. Depending upon their birth date, the pupils join the reception classes at the beginning of the autumn term or in January. Their attainment on entry to the school covers a range of abilities and varies from year to year but, overall, it is below average. Almost all of the pupils are of white backgrounds and no pupils are learning English as an additional language. Nineteen pupils have been identified with special educational needs, one of whom has a Statement of Special Educational Needs. A below average proportion of pupils (nine per cent) are eligible for free school meals.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|---|
| 21074 | Keith Williams | Lead inspector | Mathematics; information and communication technology; design and technology; physical education |
| 32682 | Ruth Wood | Lay inspector | |
| 4287 | Brian Allaway | Team inspector | English; science; geography; history; religious education |
| 8867 | Becky Russell | Team inspector | Foundation Stage; art and design; music; special educational needs; personal, social and health education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **good standard of education**. As a result of the good leadership, management and teaching, the pupils achieve well. By the end of Year 2, standards are average in reading and mathematics and above average in writing and science. Overall, the school gives good value for money.

The school's main strengths and weaknesses are:

- The pupils make good progress, particularly in writing and science, because they are well taught
- The headteacher, staff and governors work well together as a team and they are strongly committed to raising standards
- Standards in reading and mathematics are rising but could still be higher
- The school has a very positive ethos in which pupils of all backgrounds and ability are valued
- The pupils have very positive attitudes to school and they behave very well
- The partnership with parents is very strong
- The pupils' behaviour is generally well managed but, occasionally, expectations of how they should conduct themselves are too low

The school has made good progress since the school was last inspected in 1999. The quality of teaching has improved, with more teaching that is good or better, and standards are broadly similar. Although standards in reading and mathematics are lower, this reflects a variation in year groups from year to year. The governors and staff have worked successfully to address the weaknesses identified in the last report. Standards of presentation and handwriting have improved significantly. Behaviour is now very good across the school although, occasionally, more could be expected of some of the youngest children. The level of adult support for these children is good and contributes to their achievement and progress. There are very good arrangements to ensure the safe keeping of the pupils.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| Reading | A | C | C | C |
| Writing | B | A | B | B |
| Mathematics | C | C | C | B |

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

The results for writing in 2004 compare favourably with other schools nationally and, alongside those for mathematics, they are above the results found in similar schools. Over recent years they have varied from year to year as there are differing proportions of pupils with special educational needs or those capable of attaining the higher levels in each year group. Despite this variation, the results over time have often been above the national picture and have never been below it. A good proportion of pupils achieved the higher Level 3 in writing and mathematics.

Inspection evidence indicates that the pupils **achieve well**. Across the school, the pupils with special educational needs are well supported and they also achieve well. The attainment of pupils on entry to the school covers a broad range but, overall, it is below average. They make good progress and achieve well in Reception and most are likely to meet the goals expected of them by the end of the year. By the end of Year 2, standards in reading and mathematics are average and in writing and science they are above average. Standards in information and communication technology (ICT), religious education (RE) and physical education (PE) are in line with what is expected. Good subject leadership and teaching lead to standards above expectations in art and design.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. They have very positive attitudes to school and their behaviour is very good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. The teaching is good, overall, and has a positive impact on the pupils' learning and achievement. The teachers plan interesting and challenging lessons that meet the pupils' differing needs. Those with special educational needs are well supported and they achieve well. An overuse of worksheets sometimes limits the progress made by more able pupils in mathematics but, generally, these pupils receive the harder work they need. The teachers use questioning well to probe and stretch the pupils and check on their understanding. The pupils' behaviour is generally well managed, although expectations of how the youngest pupils should behave are occasionally too low.

The school provides a good curriculum, enhanced by a good range of enrichment activities. The care and welfare of pupils are very good and they are offered very good guidance and support. The school benefits from very good links with parents and other schools and good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher, staff and governors have created a very positive ethos in which all pupils are valued and there is a strong sense of teamwork. The school's performance is evaluated thoroughly by the senior staff and governors, so that they have a very clear idea of what is working well and what needs to improve. Although a close check is kept on the teaching and learning, there are inconsistencies in the way that the pupils' behaviour is managed. Subject leaders are having a positive impact on the steadily rising standards in their areas of responsibility.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very positive views of the school. In particular, they indicate that their children enjoy school, are helped to settle in when they first join, are treated fairly and are expected to work hard. They find the school approachable, feel that the teaching is good and are satisfied with homework arrangements. The pupils feel that there is someone they could turn to if they had a problem. They are expected to work hard and learn new things in lessons. Although some pupils indicated in the questionnaire that they would like more help when they are stuck, inspectors found that the pupils receive very good levels of support and guidance.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in reading and mathematics
- Ensure consistency in the way that the pupils' behaviour is managed

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is good overall. By the end of Year 2 standards in reading and mathematics are average and in writing and science they are above average.

Main strengths and weaknesses

- Standards in writing and science are above those typically found because these areas are consistently well taught
- Standards are rising in reading and mathematics, but could still be higher
- The pupils with special educational needs are well supported and they achieve well

Commentary

1. The attainment of pupils on entry to the school covers a range of abilities and varies from year to year but, overall, it is below average. The good provision in Reception enables the children to make a good start to school and achieve well. They respond well to the supportive environment and the good range of activities provided. The majority are on track to reach the goals expected of them by the end of the year.
2. The school's results in the 2004 National Curriculum tests for pupils in Year 2 were average in reading and mathematics and above average in writing. When compared with similar schools, they were average in reading and above average in writing and mathematics. The proportion of pupils reaching the higher Level 3 was average in reading, well above average in writing and above average in mathematics. The results in recent years have varied from year to year, particularly in reading and writing. Inspectors agree with the school's evaluation that this is due, largely, to differing proportions of pupils with special educational needs or those capable of attaining the higher levels in each year group. Despite this variation, the results over time have often been above the national picture and have never been below it.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.0 (16.2) | 15.8 (15.7) |
| writing | 15.6 (16.5) | 14.6 (14.6) |
| mathematics | 16.7 (16.3) | 16.2 (16.3) |

There were 59 pupils in the year group. Figures in brackets are for the previous year

3. Inspectors found that the pupils build on the good start made in Reception and they continue to achieve well in Years 1 and 2. By the end of Year 2, standards in reading and mathematics are average and they are above average in writing and science. Standards are higher in writing and science because these areas are particularly well organised and taught. Writing is taught systematically and thoroughly and there are many opportunities for the pupils to write about their experiences, create stories and express their feelings through their writing. Standards of handwriting have improved significantly since the last inspection. They do so well in science because the teachers

take good account of what they have previously learned and there is a strong emphasis on practical investigation.

4. Standards are rising in reading and mathematics, but they could still be higher. The pupils have regular opportunities to read to an adult, but there is too little use made of hearing them read and monitoring their progress in-group situations. The range of books available to them is limited and some are old and worn. In mathematics, too much of the work is recorded on teacher-devised or photocopiable worksheets. Although there are some opportunities for them to record their work in different ways, this approach limits the development of the pupils' independent recording skills and makes it difficult for the more able pupils to achieve the higher levels.
5. Among other subjects, standards in ICT are in line with what is expected of pupils of this age because the subject is well organised, the teaching is good and there are many opportunities for the pupils to use computers in other subjects. Standards in religious education are in line with the expectations of the locally Agreed Syllabus. Well-resourced lessons provide good opportunities for the pupils to reflect on their own thoughts and beliefs. Standards in physical education are in line with the expectations of pupils at the end of Year 2 and those in art and design are above those expectations.
6. Across the school, the pupils with special educational needs achieve well because of the good support they receive. The planning takes good account of their specific needs and the teaching assistants play a significant part in helping them to participate fully in lessons and achieve well.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to school are very good and they generally behave very well. Provision for their personal development, including their spiritual, moral, social and cultural development, is good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- The pupils are very positive about their work and enjoy their time in school
- Relationships in the school are very supportive
- The school makes good provision for the pupils' all round development
- Absences are not followed up quickly enough

Commentary

7. The pupils are confident, enjoy school and have very good attitudes to their learning. They concentrate and participate well in varied activities during the school day and in extra-curricular clubs. The school has high expectations of the pupils' conduct and they respond very well and are proud of their school. Throughout the school, the pupils work hard and sustain a good work ethic whether they are working independently or in small groups. Relationships within the school are very positive and the adults provide very good role models for the pupils. The harmonious and supportive atmosphere makes a significant contribution to the pupils' learning and well being.
8. Behaviour is generally very good and the pupils adhere to the agreed code of conduct well. They have a clear understanding of the rewards and sanctions which are used to

encourage good behaviour. Occasionally in Reception inappropriate behaviour is not checked quickly enough.

9. Pupils socialise together well and older pupils take care of the younger children. The introduction of 'Playground Friends' has ensured that pupils have opportunities to take on responsibilities for the oversight of playtime activities and to provide support for children who require it. No bullying or harassment was seen during the inspection. Parents' and pupils' views confirm the inspection findings that the school deals quickly and well with the isolated incident of inappropriate behaviour. The playground is a stimulating place for the children to be. Recently introduced playground games and activities provide opportunities for pupils to engage in purposeful play.
10. Provision for the pupils' moral development is good. They are taught about making choices and the difference between right and wrong. They are aware of their responsibility to support people who are less fortunate than themselves and the pupils' commitment to charitable causes is an example of this. The pupils' spiritual development is fostered through acts of worship and through religious education, literacy, science and art lessons, where they are given opportunities to consider some of life's bigger questions. The teachers provide thoughtful opportunities for the pupils to reflect, think quietly and offer their opinions and beliefs. Visitors to school, and visits to places of interest, provide valuable opportunities for the pupils to consider some aspects of multi-cultural Britain today. The pupils have opportunities to appreciate the music, art and literature of other cultures. Some Year 2 pupils are currently learning, through regular e-mail, about the life and culture of primary school pupils in Tasmania.
11. The attendance rate is below the national average. The school's figures for the current year show a slight improvement to this recent trend to a satisfactory level. Improving the rate of attendance is a priority for the school. The headteacher has initiated a number of communications with parents, stressing the negative impact of low attendance on their children's learning and reminding parents of the importance of not taking holidays in term time. The procedures to record absence are satisfactory. Computerised records are updated weekly, absence reports are generated each month and unexplained absences are followed up at that time. However, there is no system to monitor individual absence when it first occurs and there is no routine analysis of the reasons for, or the patterns of, absence.
12. Most pupils arrive in good time for school ensuring a prompt start to the school day. Individual latecomers are quickly assimilated into class with a minimum of disruption to other pupils. No formal action is taken to address the time keeping of a small number of persistent latecomers: teachers are sensitive to individual family circumstances and make referrals where appropriate. There were no exclusions in the latest reported year, so the table usually shown is not included.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.8 | School data | 0.2 |
| National data | 5.1 | National data | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The teaching, learning and curriculum are good and there are very good arrangements for securing the care, welfare, health and safety of the pupils. Links with parents and other schools are very good and there are good links with the local community.

Teaching and learning

The quality of teaching and learning is good and there are good procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teachers plan interesting and challenging lessons that meet the needs of all pupils
- The pupils with special educational needs are well supported by teachers and teaching assistants
- An overuse of worksheets sometimes limits the progress of the more able pupils in mathematics
- The teachers use questioning well to probe and challenge the pupils and keep track of their understanding
- The pupils' behaviour is generally well managed but, occasionally, expectations of how they should conduct themselves are too low

Commentary

13. Overall, the quality of teaching and learning is good. This has a positive impact on the standards attained by the pupils, their achievement and the progress they make. The teaching was good or better in over eight out of ten lessons seen and was very good or better in about one in five. Excellent teaching was seen in Year 2. The unsatisfactory teaching was due to the behaviour of a group of the youngest children not being kept in check, so that they made too little progress in the lesson.

Summary of teaching observed during the inspection in 32 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 1 (3%) | 5 (16%) | 21 (66%) | 4 (13%) | 1 (3%) | 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. The quality of teaching in the Foundation Stage is good overall and a number of very good lessons were observed. The planning for lessons, involving all staff, is good and is based on a thorough assessment of the children's work. The teaching assistants are well trained, fully briefed and form an important part of the teaching team. A particular strength is the way in which the early skills of literacy and numeracy are taught. The pupils settle well into the supportive environment and get off to a good start to their education.

15. Across the school, the teachers have a good knowledge of the subjects they teach, which means that they can provide interesting activities that are clearly enjoyed by the pupils. The planning takes good account of the pupils' differing needs, providing a good level of challenge for the more able pupils and support for those who need it. The support staff play a very important role here. They are well informed about the activities

and the expected learning that will take place and they ensure that that all of the pupils are able to play a full part in the lessons. All pupils benefit from this support and those with special educational needs gain in confidence and achieve well. Occasionally, in mathematics, there is an over-reliance on worksheets which limits the pupils' independent recording skills and slows the progress of the more able. The school has rightly identified the need to provide more opportunities for the pupils to use their mathematical skills in more open-ended situations.

16. There are good arrangements for assessing the pupils' work and tracking their progress, particularly in the core subjects where the information is well used to identify areas of weakness for the pupils to work on. The teachers make judgements on a day-to-day basis, too, and the pupils' work is marked well. The teachers have good questioning skills. This helps lessons to set off at a brisk pace, capture the pupils' attention and enables the teachers to keep a check on the pupils' understanding.

The curriculum

The curriculum is good and there are good opportunities for enrichment. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum is broad and balanced and is enriched by a good range of visits, visitors and out-of-school activities
- There is good provision for those pupils with special educational needs
- The pupils are prepared well for the next stage of their education

Commentary

17. The curriculum meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. Provision for the pupils' personal, social and health education is good and there are appropriate arrangements for the teaching of sex education.
18. The co-ordinator for the Foundation Stage works closely with her colleagues to provide a safe and stimulating environment for children as they begin school. The curriculum for this stage covers all of the areas of learning and the children are provided with many opportunities to make choices, become independent and to develop positive attitudes to work. Good procedures assess pupils' progress and work is carefully planned to meet the needs of the children.
19. Since the previous inspection, the school has worked hard to develop and improve the curriculum. Policies and schemes of work for all subjects are reviewed and up-dated in order of priority. The teachers make very good use of these long-term plans to prepare interesting lessons that build on what the pupils already know and understand and to ensure greater continuity of learning across the school. The National Strategies for Literacy and Numeracy are very well established in the school and a consistent approach to their implementation has had a direct effect on the good progress made by so many of the pupils. The role of curriculum co-ordinators has been strengthened to allow them greater involvement in the way their subject is developed and to make better use of their expertise in helping to improve standards throughout the school. There is a good range of activities outside of lessons, which serve to enrich and widen the

curriculum even further. All classes go on visits related to their current class topic, for example to Sudbury Hall, the Midland Railway Centre or on walks around the local village, and there are clubs for football, recorders and French. The pupils take part in local music festivals and art competitions and there are performances in school from visiting artists and musicians. The pupils themselves also perform a Nativity play for parents and friends of the school.

20. The school has a very positive ethos that places strong emphasis on ensuring that all pupils are included in all activities, thus ensuring equality of access to every aspect of the curriculum. The special educational needs co-ordinator (SENCO) works very hard to maintain effective procedures which enable staff and parents to work together to ensure that those pupils who have special educational needs are well supported in achieving the targets in their individual education plans. This work is a strength of the school and has a direct impact on the good progress made by these pupils.
21. The provision for the pupils personal, social and health education is good. It is now a popular feature of the curriculum and well planned lessons encourage pupils to think about their relationships with others in the community, to take responsibility for their own actions and to explore ideas about friendship, responsibility and co-operation.
22. The school accommodation and resources have been improved since the last inspection and are satisfactory overall. A new classroom for one of the reception classes has made a significant impact on the provision for these children and provides a welcoming and cheerful space in which to work. This is now in stark contrast to the other reception classroom which is very small and cramped although staff make every effort to make it as welcoming as possible. The provision for teaching ICT has been improved with the purchase of more computers and the installation of interactive whiteboards in two of the classrooms. The playground has been greatly improved by being re-surfaced and equipped with good markings for playtime games. Resources for effective delivery of the curriculum are satisfactory overall although there is a shortage of reading books in the Foundation Stage.

Care, guidance and support

Care, guidance and support for pupils are very good and the school takes good account of the pupil's views.

Main strengths and weaknesses

- The pupils feel secure and valued in the very strong and caring ethos
- Systematic and well managed assessment procedures ensure that the pupils receive very good guidance
- Good induction arrangements ensure that the pupils settle quickly into the reception classes and are well prepared for the junior school

Commentary

23. The school provides a safe and very secure environment for its pupils. The perimeter fencing and keypad entry system have greatly improved the security of the site. The governing body meets its statutory requirements for health and safety and has recently

reviewed and updated its policy. An annual audit of the premises is carried out by the deputy headteacher and designated governors. The outcome of this visit is reviewed and priorities are identified by the full governing body. On a day-to-day basis, the staff are vigilant in matters of safety and security: minor problems are quickly and effectively addressed. All of the required safety checks of equipment, including risk assessments, are routinely carried out and recorded systematically. First aid arrangements are good.

24. Child protection arrangements are secure. Key staff have been trained and the staff and volunteer helpers are aware of the school's procedures. Playground supervision is sensitive and vigilant. Older pupils undertake supportive roles as 'playground friends' and there is a supervised quiet room at lunchtimes for those wanting a quieter environment. The teachers and midday supervisory staff are very caring and they know the pupils well. The vast majority of pupils are happy at school and know that their contributions are valued. They feel staff are fair and consistent and can approach members of staff to ask for help or share any concern. The principles of rewards and sanctions are widely understood. The pupils are encouraged in circle-times (when the pupils join together to discuss a range of issues and solve problems) to understand and respect the feelings and needs of others. The provision for the pupils with special educational needs is good. Positive play-workers make a significant contribution to raising the self-esteem of pupils with social and emotional difficulties.
25. The procedures for assessing and tracking the pupils' progress in the core subjects are well managed and teachers keep a careful check on academic progress and personal development. Targets for improvement are shared with the pupils and their parents in the end of year reports. The pupils' personal development is given a high priority by the staff and the merit assemblies are held regularly to celebrate individual and group achievements. Other school achievements are prominently displayed within the school and in celebration files.
26. The pastoral arrangements for pupils joining and leaving the school are very good. The school has well-established links with the main feeder nursery and new entrants are sensitively managed and well supported in their transition to school life. There are very close links with the main receiving school and pupils benefit from a full programme of liaison visits and taster days, resulting in a positive transfer experience for the vast majority of pupils.
27. The pupils are involved in some of the school's decision-making processes. They have input to the development of classroom and playground rules and they are consulted about new features such as the playground refurbishment and the mosaic design. A school council is planned for the forthcoming academic year.

Partnership with parents, other schools and the community

The school benefits from very good links with parents and other schools and good links with the local community.

Main strengths and weaknesses

- Good communications ensure that parents are very well informed

- The parents are increasingly involved in their children's education and this has a positive impact
- The pupils benefit from good links with the local community

Commentary

28. Most parents are very supportive of the school. They are very happy with the progress their children are making and the information provided to them. Communications are frequent and of good quality. The prospectus outlines the school's ethos and contains useful practical information for parents. Induction sessions are held for the parents of new entrants to Reception. The parents are routinely kept up to date with events and curriculum matters through regular newsletters and they receive a written report at the end of the school year. This details the standards achieved by their child and identifies areas for improvement and the pupils and their parents can comment on the report. The new look annual report to parents from the governing body is an attractive and clearly worded document which reflects the school's values and the progress which has been made.
29. The headteacher and staff are approachable and easily accessible to discuss any concerns parents might have. Two formal consultation evenings are held in the course of the year and the school provides crèche facilities: these events are well attended. Parents' views are actively sought on more general matters using surveys and consequently they feel very involved with the school.
30. The partnership between home and school has improved since the last inspection and is now very good. A significant number of parents help regularly in school and accompany pupils on visits. The school greatly values this involvement. The recent range of 'Read on Write Away' (ROWA) courses, aimed at helping parents to support their children's learning, have been well attended and have had a positive impact on the pupils' achievement. The 'Friends of The Brigg' association raises funds for the school and has provided a range of additional resources. Its events are widely supported by parents and other members of the local community.
31. The school is outward looking and actively seeks to raise its profile within the local community by taking part in a variety of events. The pupils visit places of interest within the locality and there are frequent visitors to the school who contribute to assemblies and workshops, thereby enriching the curriculum and creating opportunities for the pupils' personal development.
32. The school's social events are open to members of the local community and the Friends group had some success in obtaining the support and sponsorship of local businesses. The school uses the nearby village hall on occasions, but the opportunities for members of the local community to use the school are limited by its accommodation. Nevertheless, the school has succeeded in contributing to the local community by providing ROWA sessions and other courses for parents, thereby enabling a wider understanding of child development and the strategies which can be used to support children. It has also extended, where appropriate, training courses for support staff and teaching assistants through the cluster schools network.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are good.

Main strengths and weaknesses

- The senior managers and governors evaluate the school's performance thoroughly and have a very clear idea of what is working well and what needs to improve
- Teamwork is a very strong feature, all pupils are valued and they make good progress in this very positive ethos
- A close check is kept on the quality of teaching, but there remain inconsistencies in the way that behaviour is managed
- Subject leaders have a key role in raising standards

Commentary

33. The headteacher provides good leadership and is well supported by a dedicated staff and effective governing body. Together, they have created a school where pupils of all backgrounds and abilities are valued and are able to achieve their potential. The leadership team evaluate the school's work very effectively, making use of the data from national tests and information from the thorough assessments made of the pupils' progress. As a result, they know their school very well. Strengths and weaknesses are identified and clear plans of action are drawn up to address those areas identified as needing improvement, which are tackled with commitment and energy. Work to raise standards in mathematics, for example, led to the school exceeding its challenging targets for that subject in 2004. Governors, too, evaluate their performance rigorously through their committee structure. A strong feature is the way that teamwork is encouraged and promoted. This is particularly evident in the way that teachers and teaching assistants work together closely. For example, in the Foundation Stage, the staff work very well together to promote the provision of the curriculum for the Reception children and the staff who work with those pupils with special education needs make a strong contribution to their education. Similarly, the headteacher has formed an effective partnership with the deputy and senior teacher. All staff and adults who have day-to-day contact with the pupils reflect the school's aims well, ensuring that they support, and are committed to, maintaining strong working relationships, including all of the pupils in all activities and promoting racial harmony.

34. The well organised governors have established good systems for gaining information and are becoming increasingly well informed. Governors visit the school regularly, often linked to their own particular interests, and some help in classrooms or at events. Relationships between the staff and governors are very positive and there are good links between subject leaders and individual governors, a contributing factor to the improvements in the provision for ICT, for example. Governors are very supportive of the headteacher and hold the school to account, for example, when evaluating its performance in the national tests. The governors are effective at supporting the planning and spending of the school's budget through prudent financial management. Spending is closely linked to the priorities of the school improvement plan and governors ensure that the school achieves the best possible value in its purchases. Expenditure is monitored carefully and day-to-day financial administration is good.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 428,876 |
| Total expenditure | 426,621 |
| Expenditure per pupil | 2,585 |

| Balances (£) | |
|-------------------------------------|-------|
| Balance from previous year | 7,193 |
| Balance carried forward to the next | 9,448 |

35. All staff share the responsibility for co-ordinating subjects. The role is developing well. Subjects are co-ordinated conscientiously. Teachers are supported in their planning and resources are managed well. The subject leaders draw up clear plans of action for their areas of responsibility and a close check is kept on developments. The programme of lesson observations by the headteacher and some co-ordinators and the scrutiny of pupils' work are building up a picture of strengths, weaknesses and standards in the subjects. Areas for development are shared with individual teachers and the staff as a whole. Supported by an effective teaching and learning policy, there is a consistent approach from class-to-class in important areas such as the teaching of literacy, numeracy and ICT. Occasionally, however, expectations of how the pupils should behave are not sufficiently high and where this occurs, the pupils' progress slows.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- The teaching of the basic skills of reading, writing, speaking, listening and number is good
- The children develop very positive attitudes and make good progress in all areas of learning
- There is strong leadership from the Foundation Stage co-ordinator
- Behaviour expectations are not always consistently high

Commentary

36. The children enter the reception classes in two groups. Those pupils whose fifth birthday is in the autumn or spring term, enter in September, the rest of the intake arrive in January. Induction procedures are very good and parents are given appropriate opportunities to visit, prior to their children starting school. All of the staff work hard to ensure that pupils are provided with a welcoming and secure environment which encourages them to settle quickly, learn class routines and enjoy the many new and exciting experiences which are provided for them. The attainment of children when they start school covers a wide range of ability but, overall, it is below average. It is well below average in speaking and listening. The children make good progress in the reception classes, achieve well and most of them are likely to achieve the goals expected of them by the time they enter Year 1. A significant number of pupils have already reached these targets and are embarked on the National Curriculum for English and mathematics.
37. The quality of teaching in the Foundation Stage is good overall. A number of very good lessons were observed. The staff are very well led by the co-ordinator of the reception classes who demonstrates a very good understanding of the way in which young children learn. Planning for lessons is good and is based on the thorough assessment of the children's work. All staff are involved in the planning process. Teaching assistants are well trained, fully briefed and form an important part of the teaching team. The school is also fortunate to have a number of voluntary helpers whose input makes a considerable contribution to the smooth running of the daily routines. Those pupils with special educational needs are very well cared for and are given the support they need to help them achieve the targets set for them in their individual education plans.
38. Resources to support the effective delivery of the curriculum are satisfactory overall although there is a shortage of reading books and many of those currently in use are becoming shabby.
39. The children's **personal, social and emotional development** is given high priority. They quickly settle into the daily routines of the classroom and achieve well. Relationships are very positive and pupils enjoy coming to school. They happily become involved in the range of activities available to them as they enter the classroom each morning, are eager to learn new skills and put effort and concentration into their

tasks. High standards are set for behaviour and children learn to treat each other with courtesy, to be polite to adults, to work in harmony with their peers and to share school resources. These high expectations are generally fulfilled although inconsistent behaviour management in one of the lessons observed led to unacceptable levels of noise and a number of pupils not completing tasks which had been set for them. Independence is promoted through well-established class routines such as going to the toilet, washing hands, changing for physical education and clearing up resources after lessons have finished. During most lessons, the teachers' planning ensures that there are some opportunities for pupils to make independent choices from a range of carefully selected, structured activities. The school achievement assembly strongly promotes the importance of developing the children's self esteem and they are proud to be given credit for good work, kindness or helpfulness.

40. The teaching of **communication, language and literacy** is good and most pupils are making good progress. Early reading skills are well taught and children seem to enjoy their lessons in phonics. They are able to identify the initial letter sound in words from their reading books. There is great interest in the talking story 'What a Bad Dog', which is shown on the computer and skilled questioning by the teacher shows that the children have a good understanding of vocabulary such as title, author and illustration. Reading is heard regularly in both classes and progress is carefully monitored. Another strong feature in the school's provision for teaching reading is the frequency with which all staff read to the children – as they assemble in the morning, during snack times, at the end of lessons, or as they change after games lessons. This good practice helps to foster reading as a pleasurable activity. The quality of the teachers' questioning is a driving force in the improvement the children make in their speaking and listening skills. Discussion sessions are lively and staff are careful to use vocabulary which will help to extend the children's knowledge and increase their confidence in explaining their ideas. They learn to take turns and to listen carefully when other people are speaking. There are many opportunities during lessons for them to extend their vocabulary in group discussions, during role play activities and in their social gatherings at lunchtime and playtime. Writing skills are very well taught from the early stages of copy writing and letter formation to more advanced work on simple sentence construction. The children are encouraged to become independent in their work and some of the more advanced groups have word books. There are many opportunities for them to practise their skills in writing in other areas of learning as, for example, when they write about experiments in science and use simple captions to illustrate their findings.
41. The teachers provide a good variety of activities and resources to make learning in **mathematical development** fun. This is apparent as the children use number fans to find answers to simple problems in number sequences. They enjoy using movement as they count up to twenty and down to zero. Number lines are in constant use in both classrooms as answers are found and then checked. Group work reinforces the children's ability to count, order and estimate numbers and a careful assessment of previous work ensures that they work at a level appropriate to their needs. All adults use correct mathematical language and ensure that the children understand what is meant by 'add on', 'take away', 'in between', 'estimate'. The children recognise coins and have practical experience of spending simple sums during their role play in the class 'café'. They are able to recognise and name simple shapes such as circle, square, triangle and rectangle.
42. Good provision is made to develop the children's **knowledge and understanding of the world**. They have regular opportunities to explore the properties of sand and water and to use construction toys. They learn about the local area when they take 'Brigsy

Bear' on a walk around the school to find out which bits he likes and which bits he's not too keen about. During the inspection there is an animated discussion about a walk they are about to take around the village and what they think they might see. There is a growing understanding about time, that there are older and younger people in their families and that with each birthday they themselves grow older. Computers are in frequent use in the classrooms helping to enrich the children's learning experiences and assisting the development of early keyboard and word processing skills.

43. **Physical development** is promoted through a range of activities and there have been considerable improvements in outdoor provision since the previous inspection. The children now have access to a secure area which is equipped with a good range of climbing apparatus and provides better space to use wheeled vehicles. These new facilities are having a significant impact on improving their ability to climb and balance with confidence and enable them to improve their skill in moving around safely on tricycles without endangering themselves or others. It was only possible to see one timetabled lesson in games during the inspection. During this lesson - on how to run in relays - pupils behaved very well, listened carefully to instructions, showed enormous enjoyment and moved with due consideration for other children in the class. During many of the lessons in the classroom, there were examples of the children developing fine manipulative control as they used scissors and glue to cut, stick and mount their own work. It is to the credit of the children in the smaller of the two reception classrooms that they have learned to move around safely in such a cramped space.
44. There were few opportunities to observe the children's **creative development** but it is evident from work on walls and in books that they are given many experiences in painting using a variety of media and their books are enhanced with lively illustrations. The children were observed using role play when given the opportunity to choose an activity. Music also plays an important part in their cultural development and one of the classes showed great confidence in taking part in an 'operatic' registration each morning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in writing are above average by the end of Year 2
- Speaking and listening skills are developing well
- The quality of teaching is good
- Although improving, standards in reading could be higher

Commentary

45. The pupils achieve well in writing. They have many interesting opportunities to write about their ideas and experiences; they talk enthusiastically about story writing and enjoy sharing their stories with their friends. The skills of writing are taught systematically and thoroughly. The teachers create imaginative contexts and helpful structures to enable the pupils to succeed. In Year 1, the pupils used the structure of

the story of 'The Little Red Hen' very well to help them write their own stories. Standards in handwriting are above average and have improved considerably since the last inspection. Most pupils present their work well. They form their letters correctly and some of those in Year 2 are beginning to join their writing. The pupils develop appropriate skills when using punctuation and grammar. In Year 2, the pupils enjoyed learning about alliteration when they constructed their own amusing 'tongue twisters'. Spelling is taught systematically and the pupils use wordlists and dictionaries well. Previously completed work includes poems, diaries and accounts of visits.

46. The pupils are encouraged to express their thoughts and feelings in their writing. The teachers evaluate their work carefully and give clear indications about what they need to do to improve. They use questions well to check the children's understanding and to ensure that they are challenged. The pupils' behaviour in lessons is very good. They are keen and attentive and work well with their peers. This is because teachers provide stimulating work and communicate with the pupils in a friendly and lively manner. Work is planned well to meet the needs of the pupils, who are generally very clear about the teachers' expectations and settle quickly to their work. The vast majority of pupils make good progress and achieve well. Occasionally the ability of a few of the higher attaining pupils is underestimated when they are given unchallenging worksheets to complete.
47. The pupils' speaking and listening skills are developing well. The teachers provide varied opportunities for them to express their ideas through paired discussions, circle-time and group work. The teachers use open-ended questions very well and encourage the pupils to extend their spoken responses. They present good role models for the pupils and listen carefully to what they have to say. Those pupils with special educational needs are supported well by the teaching assistants and volunteer helpers so that they, too, make good progress in reading and writing.
48. Overall standards in reading are broadly average but could be higher. The teachers and other adults are diligent in hearing the pupils read and there are regular opportunities for them to select books from the school library. However, the process of teaching reading in group situations and monitoring the pupils' progress is underdeveloped. While reading resources in the classroom are adequate, some books are old and outdated and the pupils have a very limited range of books from which to choose. Many parents support their child's reading at home although the home/school reading diary is underused as a means of dialogue about the pupils' progress as readers.
49. Generally, the pupils have very positive attitudes to their work. They enjoy collaborative activities where they discuss and share ideas. The teachers have very good relationships with their pupils and have a good understanding of what they are teaching. The headteacher and the English co-ordinator have analysed the pupils' assessment data and, as a result, have produced a comprehensive and accurate action plan which includes useful strategies for raising standards in reading.

Language and literacy across the curriculum

50. The pupils' skills of writing, reading, speaking and listening enable them to access information and communicate well in other areas of the curriculum. Speaking and listening were particularly well used in science, when changes in plant growth were being compared and considered by groups of pupils. Literacy skills are also developed appropriately through the pupils' use of ICT.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The pupils achieve well because they are well taught
- Lessons are well planned, interesting and challenging
- The pupils with special educational needs are well supported and make good progress but an over-use of worksheets sometimes limits the progress of more able pupils

Commentary

51. Inspection evidence indicates that the pupils attain average standards by the end of Year 2, which reflects the school's results in recent years in the national assessments. From year to year, there are different proportions of pupils with special educational needs or those capable of attaining the higher levels in each year group. For example, the proportion of pupils reaching the higher Level 3 in 2004 was above that typically found. Among the current pupils in Year 2, however, the school's assessments and inspection evidence indicate that fewer are likely to attain the higher level by the end of the year. Standards are lower than that found in the last inspection, but inspectors agree with the school's evaluation that this is due to the variability in each year group and standards are steadily rising. The pupils are achieving well because the teaching is good and the subject is well led and organised by the co-ordinator. A consequence of this good provision is that the results in 2004 were above those found in similar schools. Nevertheless, the school recognises that standards could still be higher and the co-ordinator has created a detailed plan of action to seek further improvement. The school's senior managers contribute well to this process by carrying out a very detailed analysis of the results in the national assessments. Consequently, the school knows what it has to do to improve and has the capability to achieve it.
52. Overall, the quality of teaching is good. During the inspection, it was never less than good, which is an improvement on the findings of the last inspection. Lessons are well planned. The teachers are very clear about what they expect the pupils to learn and they revisit these objectives regularly to check on the pupils' understanding, reinforce the main points and address any misconceptions. In the best lessons, the teachers share their expectations with the pupils at the beginning of the lesson, which helps to set the scene for the subsequent learning. Lessons are very well organised: a wide range of resources are made readily available, so that lessons run smoothly and there is no wasted time. A particularly strong feature is the wide variety of strategies used by the teachers. For example, pupils in Year 1 were presented with several ways of consolidating their understanding of the value of numbers and their ability to place numbers in the correct order. These included a number 'clothes line', a number rocket and even the use of percussion instruments to beat out the rhythm of numbers. The pupils in Year 2 took great delight in describing the properties of three-dimensional shapes hidden in a 'feely bag' so that their classmates could guess their identity. The teachers are quickly embracing the potential of the interactive white boards, currently available in the Year 1 classrooms.
53. Within this supportive and exciting environment, the pupils quickly develop their confidence and expertise. In all classes, the pupils have very secure knowledge and understanding of number. Their progress is particularly brisk where they have regular

opportunities to explain the strategies they use when calculating mentally. The pupils in Year 2 have a good knowledge of the properties of two and three-dimensional shapes. While there are appropriate opportunities for the pupils to set out work for themselves, too much of the work is recorded on teacher-devised or commercially produced worksheets. This limits the pupils' independent recording skills and makes it difficult for those pupils capable of reaching the higher levels from achieving more than their classmates. This has been recognised by the school and there are plans to increase the opportunities for the pupils to use and apply their skills in more open-ended situations. Despite this over-reliance on worksheets, the pupils' presentational skills have improved since the last inspection.

54. The pupils with special educational needs are well supported, so that they make good progress towards their targets and achieve well. When appropriate, clear mathematical targets are identified in the pupils' individual education plans, which outline the small steps these pupils need to succeed. The pupils are well supported by the teaching assistants, who make a significant contribution to their learning. As a result, these pupils are able to play a full part in lessons and gain in confidence alongside their classmates. Pupils of all abilities benefit from the good system of assessing their work and tracking their progress. The information from these assessments is well used by the staff to ensure that the work planned matches their needs.

Mathematics across the curriculum

55. There are good opportunities for the pupils to use mathematics in other subjects. This has a positive impact on the pupils' achievement in mathematics and on their progress in those other subjects. Computers are a regular feature of mathematics lessons and are particularly well used to help consolidate the pupils' number skills. The interactive whiteboards are used increasingly, especially during lesson introductions and to summarise learning at the end of the session. Pupils in Year 2 were seen programming a floor robot, using their skills of measuring and estimation and their developing understanding of angles. The pupils measure the growth of plants in science and use their knowledge of shape in art. Counting is developed throughout the day, from registration sessions to lessons in music and physical education.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards in science are above average and the pupils achieve well
- The pupils' have a very clear understanding of science investigations
- The teaching is lively and imaginative
- Planning and assessment are used well
- The co-ordinator offers strong and effective leadership

Commentary

56. Standards in science are above average by the end of Year 2. Pupils of all abilities achieve well because the teachers take prior learning into account when they are planning the lessons. Appropriate challenges are provided for the higher attaining pupils and those pupils with special educational needs are supported well by their teachers and other adults and make good progress. The pupils' previously completed work indicates that the full range of the science curriculum has been covered very well. The pupils use their mathematical skills appropriately when measuring the growth of plants and when recording results in the form of graphs and tables.
57. Science investigations are planned and taught very well throughout the school. The pupils are encouraged to be observant and they respond enthusiastically to suggestions about how to find things out. Particularly good use was made of the digital microscope which enabled some Year 2 pupils to observe the fine detail of the separate parts of a plant. The pupils collect information, pose questions and suggest answers. For example, when Year 2 pupils were comparing the different rates of growth of their bean seeds they suggested reasons why some seeds had grown better than others. Many Year 2 pupils know what constitutes a fair test and understand the importance of measuring accurately. A clear planning structure is used well by the staff to help the pupils organise their investigations and structure their findings.
58. The teachers' lesson planning is good and ensures continuity in the development of the pupils' skills, knowledge and understanding. The teaching is lively and confident. The teachers' enthusiasm for science motivates the pupils and encourages them to sustain their interests. Science lessons are resourced very well. For example, Year 1 pupils were provided with a wide range of plants and they used magnifying glasses well to observe and compare their different features. A very good discussion ensued, as the pupils compared the leaves and roots of bluebells, dandelions and other plants. The teachers' good subject knowledge and an insistence on high standards also impacts positively on the pupils' achievement. They enjoy the imaginative contexts in which science is taught and, as a consequence, they have positive attitudes to their work and remain interested and attentive throughout the lesson.
59. Comprehensive and manageable assessment arrangements give a clear indication of the pupils' progress over time. Day-to-day assessment is also very good: the teachers observe pupils at work and use questions well to check their understanding and provide helpful feedback about how they can improve their work.
60. The subject leader has very good understanding of the breadth of the science curriculum and a clear understanding of the strengths and weaknesses across the school. She provides very good leadership for her colleagues and has produced an appropriate and detailed action plan, based upon the outcomes of her monitoring and evaluation activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The provision is improving rapidly under the good leadership of the co-ordinator and the pupils benefit from links with other schools
- The pupils achieve well because there are many opportunities for them to use computers in a wide variety of subjects
- The teachers' increasing confidence enables them to provide interesting and challenging activities

Commentary

61. Standards are in line with what is expected of pupils of this age and most pupils achieve well. The provision has improved since the last inspection because the co-ordinator has a very clear vision for the subject and a plan of action to achieve it. She is well supported by a governor who brings his own expertise and experience from other settings. Very good links have been established with a local specialist school, which provides a part-time technician and a visiting teaching assistant. The pupils have regular access to reliable machines and effective use is made of the adult support to enable the pupils to work in small groups, so increasing their hands-on experience. Interactive whiteboards have been introduced into the Year 1 classrooms and are already being well used. The pupils in Year 2 benefit from a weekly session with these whiteboards. ICT is well organised across the school and computers were seen in regular use throughout the inspection.
62. Three discrete ICT lessons were seen. The evidence from these lessons, from the many examples of computers and other technology being used in other subjects and from speaking to the pupils indicates that the quality of teaching is good. The teachers' knowledge and confidence have been increased through training and the support of the co-ordinator. As a result, the teachers are able to plan a wide range of activities that build on what the pupils have previously learned. In the best lessons, they make good use of questioning during lesson introductions to assess what the pupils already know and to track their progress during the lessons. More formal assessment arrangements are developing well and plans are well in hand to create a collection of assessed work that can be used to ensure consistency.
63. As a result of the good provision, the pupils have well established knowledge and skills that are built on effectively as they move through the school. The pupils enjoy using computers. They are confident enough to work independently and, when sharing with a partner, they take turns and share ideas sensibly. These very positive relationships are reflected when the pupils work in larger groups, for example when the pupils in Year 2 programme the Roamer (a floor robot). The pupils work hard, concentrate well and persevere when faced with difficulty. The pupils' attitudes to using ICT have a significant impact on the progress they make and on their achievement.

Information and communication technology across the curriculum

64. This is a strength of the provision. There are many examples of the pupils developing their skills across the full range of subjects and the planning is clear about when these opportunities will take place. During the inspection, the pupils in Year 1 used an art package to create illustrations of Hindu gods in religious education (RE), symmetrical patterns in a mathematics lesson and posters to encourage people to use a bin for their litter. In Year 2, the pupils used their word processing skills to construct prayers in RE and tongue twisters in English. They used positional and directional language when programming the Roamer in a mathematics lesson and they made very good use of a

digital microscope to observe the parts of plants at close range. The pupils' cultural awareness is enhanced greatly by links with a school in Tasmania based on email communication.

HUMANITIES

65. Work was sampled in **geography** and **history**. No lessons were seen in either subject so it is not possible to form overall judgements about the quality of the provision. Previously completed work and curriculum planning was examined and discussions were held with pupils and staff. The available evidence indicates that standards are at least in line with what is expected. The pupils present their work well. In **geography**, Year 2 pupils have undertaken a study of their own locality. They have examined large scale maps of South Normanton and have identified some of the major features of the area. Good use has been made of digital photographs to enable the children to locate these landmarks on their maps. Pupils talked knowledgeably about the key features of their locality as they described their journey from home to school. Previously completed work in **history** in Year 2 shows that the pupils have used a visit to Sudbury Hall very well. They explored aspects of Victorian domestic life and made comparisons with their own life in the 21st Century. Some good links were made between history and literacy when pupils considered the diary work of Samuel Pepys and his account of the Great Fire of London. The subject leader has a good overview of the areas for development in history and geography and has produced a helpful action plan.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The pupils have opportunities to reflect on their own thoughts and beliefs
- Stories and celebrations in Hinduism are introduced well
- Lessons are taught and resourced imaginatively

Commentary

66. Standards are broadly in line with the requirements of the Derbyshire Syllabus for Religious Education. A comprehensive scheme of work ensures that the pupils learn about some of the main beliefs and practices associated with Christianity and Hinduism. Appropriate opportunities are provided for the pupils to express their own ideas and thoughts. Visits to Christian places of worship have enabled pupils to appreciate that Christianity is an important part of the lives of some people. Some Year 2 pupils are able to recall the main events in the life of Jesus and recognise how these are linked to some of the major Christian festivals. They also appreciate the significance of the Bible for many Christians.

67. The pupils appreciate that religious belief has an impact on the way people lead their lives. For example, Year 2 pupils considered the essential qualities of being a good friend and how they could show care and concern for others. A few pupils were able to link their discussions with the teachings of Jesus. The teacher's skilled and sensitive questioning encouraged the pupils to expand upon their opinions. Circle-time was used well enabling all pupils to voice what they felt made their friend special. Adults gave good support and encouragement to pupils as they wrote prayers about friendship.

Music was used well to provide a calm, reflective atmosphere which enabled the pupils to concentrate on their work and achieve well. Those pupils with special educational needs were supported discreetly and made good progress.

68. Lessons are planned, taught and resourced well and work is matched appropriately to the needs of the pupils. For example, in Year 1, the pupils were involved in a dramatised re-telling of the Hindu creation story. Costumes and props were used well to capture their interest and help them to recall the main features of the story. The narrative was adapted very well by the teacher to enable the pupils to really understand the roles of Brahma and Vishnu in the story. Lively and dynamic teaching captivated the pupils. The playing of Indian music, and the projection of images of pupils in traditional Indian dress, combined to establish a reflective working atmosphere. The use of visits and visitors to the school provides good opportunities for the pupils to appreciate that religious belief is an integral part of the lives of some people.
69. The subject is led effectively. The co-ordinator supports teachers in their planning and has produced a development plan which correctly identifies further work in improving procedures for assessing the pupils' attainment and progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. No lessons were seen in **design and technology**, so it is not possible to make judgements about the provision. Photographic evidence and the teachers' planning show that a worthwhile range of experiences is provided, often linked to broader topics containing a wider range of subjects. For example, the pupils in Year 1 create stars and reindeer masks in their Christmas topic and, when studying materials, they design and make a clay animal. Those in Year 2 design and make wind-up toys, a range of 'pop-up' models and wheeled vehicles. There is an appropriate emphasis on evaluation and improvement by the pupils. Much of the work is of good quality.
71. During the inspection it was only possible to observe a part of one lesson in **music**. The evidence from this lesson, discussion with the music co-ordinator, teachers' planning and music in school assemblies indicate that music is an important feature of the school curriculum and an appropriate range of work is covered. The pupils sing tunefully and with enjoyment in assembly and they are given opportunities to listen to taped music. For example, during the inspection Aboriginal music was played. In the lesson observed in Year 1, the pupils worked on musical patterns as they clapped the different rhythms in the names of the class dolls and combined them to make a line of music. The teaching was good and there was great interest in the task. The pupils responded positively to the teacher's expectations and behaved very well. There is a weekly recorder club for children in Year 2 and there are also opportunities for participation in concerts and performances such as the nativity plays.

Art and design

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

Main strengths and weaknesses

- The subject is well led and managed
- The quality of teaching is good
- There are good links with other subjects

Commentary

72. Standards of work seen during the inspection, in classroom displays and in sample folders were good. The subject co-ordinator has a very clear understanding of how to improve and extend the art curriculum and has recently reviewed the scheme of work in order to assist the staff with their planning. It is clear from the work on display in all classrooms that pupils make good progress in extending their skills using a variety of media – from drawing with pencils, crayons and chalk to mixing paint and pastels. The work of great artists such as Monet and Van Gogh provides inspiration for the lively paintings of poppies and sunflowers on display in Reception and Year 1. There are well observed self-portraits in all classes. The staff value the pupils' work and displays are carefully mounted and labelled. Work in books in other subjects is often well illustrated.
73. The quality of teaching is good overall. Excellent teaching was seen in Year 2. The pupils in Year 1 used their artistic skills well when, using digital imaging, they worked on designs for posters to advertise 'healthy eating'. The lesson was very well organised and the teacher's good subject knowledge enabled her to lead the pupils carefully through the process on the computers. In Year 2, the pupils study the fabrics and wallpaper of William Morris and then go on to draw their own designs, cut out stencils and print them on to paper and fabric. A group of pupils were sewing their own printed fabric and embellishing it with sequins and beads. It was a hive of activity and they were absorbed in their tasks. The class teacher provided a wide range of resources and the pupils were encouraged to become independent in accessing them and clearing away as they finished. The pupils have a high level of interest in art and behaviour is very good. The teachers report that many pupils enter local art competitions each year and results are good.
74. Resources for teaching art and design are good. Teaching assistants provide good support and the teachers are pleased to have the help of parent volunteers who assist with small groups and add greatly to the progress made by the children.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- A wide range of activities are offered in and out of lessons
- The pupils enjoy physical activity, work hard and achieve well
- Although facilities are limited, the staff make good use of what is available

Commentary

75. Standards are in line with what is expected of pupils of this age and most pupils achieve well. Two lessons were observed, both in Year 2, and brief observations were made of the pupils working with a local sports development officer. Judgements are based on the evidence of these sessions and from discussions with staff and pupils.
76. Overall, the quality of teaching is good. Lessons are well planned, with clear objectives for what the pupils will learn. The sessions begin with a brisk and effective warm-up: the pupils take part enthusiastically, which sets the tone for the rest of the lesson. In

both of the Year 2 lessons, there was a good emphasis on encouraging the pupils to suggest how the activities might be made more challenging and this worked well. The teaching is at its best when it focuses clearly on establishing and improving the skills being taught and where the more able pupils are appropriately challenged. In one instance, the rate of progress slowed as the pupils had to wait for their turn to take part, and their interest waned. In the main, though, the pupils are very interested in the activities and they enjoy the physical challenges with which they are presented. They work hard, concentrate well and are eager to please. They particularly enjoy creating their own games, working well with team mates to devise rules and scoring systems.

77. The broad and balanced PE programme is co-ordinated well by the subject leader. Visitors from the local community make a good contribution and the sessions led by the sports development officers benefit staff and pupils alike. Visiting coaches provide weekly after-school football coaching for boys and girls. Outdoor facilities are based around the school's newly resurfaced and marked playground. While space is at a premium, good use is made of it and the pupils' good behaviour means that lessons take place in a safe environment. It was not possible to observe the hall being used, but timetables show that it is used regularly for indoor lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

78. Although it is not possible to make an overall judgement on the quality of the provision, there is a very strong emphasis on developing the pupils' personal and social skills, which permeates through all activities. Lessons are well planned and encourage the pupils to think about their relationships with others, take responsibility for their own actions and to explore ideas about friendship, responsibility and co-operation. Their very positive attitudes, behaviour and relationships indicate the aims of the programme are well met. Regular circle-times provide opportunities for the pupils to discuss important matters and solve any difficulties. The pupils are very proud of their school and they are very conscientious about responsibilities such as the 'playground friends' system. Plans are well in hand to establish a school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | 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 | 4 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| 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 | 4 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 2 |
| 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 |

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