

INSPECTION REPORT

THE GILES NURSERY AND INFANTS SCHOOL

Stevenage

LEA area: Hertfordshire

Unique reference number: 117316

Headteacher: Mrs J Bonnici

Lead inspector: Mrs J Morley

Dates of inspection: 5 - 7 October 2004

Inspection number: 268057

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:	219
School address:	Durham Road Stevenage Hertfordshire
Postcode:	SG1 4JQ
Telephone number:	01438 359747
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Theresa Smythe
Date of previous inspection:	10 / 05 / 1999

CHARACTERISTICS OF THE SCHOOL

- The school caters for pupils aged three to seven and there are 219 pupils on roll.
- It has a speech and language unit with places for ten pupils, eight of which are currently taken.
- Almost all pupils are white British, although a small minority come from a range of other ethnic backgrounds. A very tiny minority are at an early stage of learning English as an additional language.
- Overall, the proportion of pupils with special educational needs is below average. Nine pupils – including all those in the unit - have statements of special educational need. The statements relate to speech or communication and to severe learning difficulty.
- During the last school year, nine pupils joined and nine left other than at the usual times of doing so. This is a broadly average proportion.
- Attainment on entry to nursery is below that usually expected.
- Social and economic factors affecting pupils are broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Art and design Personal, social and health education and citizenship Design and technology
9333	K Schofield	Lay inspector	
20038	G Watson	Team inspector	Mathematics Information and communication technology Music Religious education
32475	N Butt	Team inspector	Science Geography History Physical education The foundation stage
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The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school offering, in almost all respects, good value for money. Pupils enter with skills and aptitudes that are below those usually found, and leave with attainment in numeracy and literacy that is above average, sometimes well above. The quality of teaching is good and pupils of all capabilities and backgrounds achieve well throughout the four years that they spend at the school. Relationships between adults and pupils are delightfully warm, and pupils benefit from a high level of pastoral care. Their personal skills develop well and they learn to behave as responsible young people. The headteacher leads well and most aspects of the way that the school is led and managed contribute positively to the school's effectiveness.

The school's main strengths and weaknesses are:

- Pupils attain above expected standards in reading, writing, mathematics and science.
- They achieve well because they are consistently well taught.
- They behave very well and have good attitudes to their work.
- Relationships between teachers and pupils are excellent and pupils are cared for very well.
- The headteacher has a clear vision for the development of the school but this is not set out in a plan for everyone to follow.
- Assessment is good in English, mathematics and science, but needs development in other subjects.
- Pupils with special educational needs - including those in the speech and language unit - are well provided for.
- Not all subject leaders yet have the skills to enable them to do their job well.
- Currently, the newly qualified staff are not well deployed.

The school has dealt adequately with the issues raised at the last inspection (1999). The above average standards in English, mathematics and science reported at the last inspection have been maintained. The proportion of teaching that is good or better has increased. Pupils' behaviour was good and is now very good and relationships are now excellent. The format of the school improvement plan is better than in 1999, although it still lacks a clear overview. Standards in art and design were judged to be good in 1999; they now meet expectations. Standards in information and communication technology (ICT) and history were in line with expectations, and remain so. There is insufficient evidence to secure judgements in the remaining subjects. Overall, therefore, improvement has been satisfactory.

STANDARDS ACHIEVED

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

*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*

Achievement is good. Viewed over time, attainment on entry to the school is below that generally expected. It does, however, vary from one year to another. Through Nursery and Reception, children achieve at least well. By Year 1, the large majority meet the standards expected in all areas of learning; in their personal, social and emotional development and in their knowledge and

understanding of the world, they often exceed them. The variation in attainment between year groups is well demonstrated in the table above: the pupils who left the school this year were particularly able and they achieved very high standards in reading, (in the top five per cent of schools nationally). Their standards in writing and mathematics were well above average. Given the current rate of progress, pupils presently in Year 2 are likely to achieve above average standards in all three areas. Standards in ICT, art and design and history are in line with expectations. There is insufficient evidence to secure judgements in the remaining subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Moral development is very good. Pupils behave very well and have good attitudes to work. Attendance is good and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is good, as is the quality of teaching and learning. Almost all of the lessons seen were of good or satisfactory quality. Seven in ten were good or better. Common positive features are teachers' high expectations of pupils' conduct, and the way in which they make sure that the work they set for pupils matches their capability. Relationships are warm and pupils benefit from the fact that there are a generous number of adults around to help them with their work. There are several features that distinguish satisfactory from good teaching, but one in particular stands out: in satisfactory lessons teachers are less effective in motivating and enthusing pupils. Most staff are deployed well but innovative ideas for the deployment of two newly qualified staff have yet to be implemented: currently they do no whole class teaching. Effective assessment systems help to raise standards in English, mathematics and science in Nursery, Reception and in the speech and language unit. Assessment is underdeveloped in most other subjects. However, the newly appointed coordinator prioritised sensibly in dealing with key subjects first, and knows what remains to be done. All elements of the National Curriculum - and the syllabus for religious education - are taught at least adequately. Although there is only one out of school club for pupils to attend, the school provides a very good range of activities at lunchtime, both indoors and out.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Leadership by the headteacher is good: evident in excellent relationships, commitment to inclusion, high quality care, pupils' consistently good achievement and in prudent spending that has led to the school's being well resourced in all areas. The headteacher's vision for the further development of the school is not recorded in a plan. While this does not impact on pupils' achievement in reading, writing and mathematics, it does slow down some other developments such as the introduction of a more innovative curriculum. Some key coordinators lead well in their areas of responsibility, particularly those for the Foundation Stage, special educational needs and assessment. Some subject leaders, however, do not yet have the skills to do their jobs well. Governance is satisfactory. Governors fulfil their statutory duties and, because they are well informed by the headteacher, know what the school does well, and can point out some of the areas where it needs to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school and their views are largely justified. Pupils like school and enjoy excellent relationships with their teachers and with other adults.

IMPROVEMENTS NEEDED

- Ensure that the school has a workable plan - followed by all staff - for its future development.
- Develop effective assessment in subjects other than English, mathematics and science.
- Provide subject leaders with the skills to enable them to do their job well.
- Ensure that newly qualified staff are deployed to best effect.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

By the end of Year 2 pupils reach standards in literacy and numeracy that are above average. Pupils achieve well throughout the school.

Main strengths and weaknesses

- Good achievement through the school enables below expected attainment on entry to Nursery to be converted into above average standards in reading, writing, mathematics and science by Year 2.
- Pupils generally achieve less well in other subjects: satisfactorily rather than well.
- Pupils with special educational needs make good progress.

Commentary

1. Attainment on entry to the school varies from year to year but over time is a little below that usually found. From this start, children make good progress through both Nursery and Reception, and achieve well. As a result, by the time they transfer to Year 1, most of them have at least met the early learning goals in all six areas of learning. In their personal, social and emotional development and in their knowledge and understanding of the world, a significant minority exceed expectations. Through Years 1 and 2 they continue to make equally good progress.
2. This school was one of many throughout the country that took part in the national 2004 Key Stage 1 pilot scheme. This used teacher assessment rather than test results at the end of Year 2 to determine pupils' attainment in reading, writing and mathematics. The data from these assessments show pupils attaining very highly in reading (in the top five per cent of schools) and well above average in writing and in mathematics. These standards are the same when the school is compared with all schools nationally, and with similar schools. (The trend to 2004 is not yet published.)

Standards in national tests at the end of Year 2 – average point scores in 2003-4

Standards in:	School results	National results
reading	18.3 (16.9)	16.0 (15.7)
writing	16.2 (15.8)	14.9 (14.6)
mathematics	17.6 (16.5)	16.2 (16.3)

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

3. Attainment in the current Year 2 is not as high as it was for the year group which left in the summer of 2004: the latter was a more able group overall. Nevertheless, given the rate at which the current Year 2 pupils are making progress, inspectors judge that standards in all three areas, and in science, will be above average by the end of the year. From a below expected start this still represents convincingly good progress over the four years that the pupils are in school. These above average standards in English, mathematics and science replicate those reported at the time of the last inspection.
4. Standards in ICT, art and design and history are in line with expectations. There is insufficient evidence to secure judgements in the remaining subjects. With the exception of art and design, where standards were judged to be above expectations in 1999, attainment has been maintained at the expected level. The absence of clear priorities in the school development

plan means that these subjects do not get a sharply targeted 'push' from time to time, aimed specifically at raising attainment.

5. The speech and language unit caters for up to ten pupils aged between three to seven years. The pupils, who come from a wide area, have specific language difficulties. Some make sufficient progress to rejoin mainstream education. Other pupils move on to another similar unit at the end of Year 2. The pupils' attainment on entry is below that usually found and all have a statement of special educational needs. They make good progress towards the targets in their individual education plans, and benefit from daily individual teaching from a speech therapist attached to the unit. Wherever possible the pupils join mainstream classes and are given carefully monitored opportunities to play and socialise with other pupils in the school.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and they behave very well. Their spiritual, moral, social and cultural development is good. Attendance is well above the national median and pupils arrive punctually.

Main strengths and weaknesses:

- The school ethos encourages very good behaviour.
- The school has high expectations, which contribute to pupils' good spiritual, social and cultural development, and to their very good moral values.
- Pupils enjoy coming to school and parents play an important part in their good attendance rates.

Commentary

6. The school has a very positive ethos and very good behaviour abounds. Governors and parents agree. For example, on the pre-inspection questionnaire for parents, every response showed either agreement, and in over three-quarters of cases, strong agreement. Pupils' behaviour was very good during the inspection, both in class and in the playground. Classroom staff take care to promote this very high standard. For example, when pupils arrive in the morning, they waste no time changing their clothes and quickly settle down on the carpet. In some cases, teachers place name cards on the carpet. Pupils find theirs, and turn their attention to a task that has been written on the reverse!
7. There is a small number of pupils who have difficulty in maintaining continuously good behaviour. Observations of all classes showed that teachers and their assistants know how to manage the pupils in a sensitive way and avoid any disruption. It is a credit to the school that there have been no pupils excluded in the last year: the headteacher and staff firmly believe in their ability to provide for the needs of every individual.
8. Teachers and other adults in the school have high expectations, which support the well-rounded spiritual, moral, social and cultural development of pupils. Spirituality goes beyond religious practices. Pupils learn to care for one another and, in school assemblies, they spend time in silent reflection. In lessons, they learn about Christian practices as well as those of other faiths. At an appropriate level they understand beliefs and celebrate important festivals. Moral development is particularly strong and this is well supported by the school's initiative '*keeping a promise*'. Pupils show their concern for others through collections for charity. For example, they collected a large amount of money for the National Children's Home. Pupils are polite and considerate, a result of the good role model provided by all adults in the school. They have a good awareness of cultures from far away places such as Japan, India and Africa, and have learned about the hardships in third world countries.
9. The pupils enjoy their time in school, readily taking responsibility by helping teachers and tidying-up the classroom. They arrive in good time for the start of the school day. As is clear in the table below, attendance is above the national average and there is no unauthorised absence.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching is good and pupils learn well. Pupils are cared for very well. The school has a good partnership with parents. Leadership by the headteacher is good but the overall quality of leadership and management is satisfactory, as is the curriculum.

Teaching and learning

Teaching is good overall. Assessment is used well to raise standards in English, mathematics and science, but is underdeveloped in other subjects.

Main strengths and weaknesses

- Teaching and learning are good overall throughout the school.
- Pupils are well supported in lessons and their work is adapted suitably to meet their needs.
- There are clear records of the progress made by pupils with special educational needs.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	14	6	1	0	0

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

10. As is evident from the table above, the quality of teaching seen was good overall, and this was echoed in the work in pupils' books. Although there are slight variations in teaching quality between classes, this does not create dips and troughs in pupils' achievement, which is consistently good throughout the school.
11. Most features of good teaching are evident in all lessons. In particular, teachers plan well, share with their pupils what they want them to learn, and make good use of the review sessions at the end of lessons to check that this learning has been achieved. There is a clear expectation from all teachers that pupils will behave well and be attentive. What differentiates the satisfactory teaching from that which is better is the extent to which teachers interest pupils - motivate, engage and enthuse them. On the whole, the satisfactory lessons seen lacked 'spark'. In the very good lessons this feature in particular shone through.
12. Pupils with special educational needs are well supported in lessons. The support teachers and other staff are well deployed to give a high degree of individual tuition to lower-attaining pupils. The teachers plan effectively to adapt work for each pupil's needs and all are fully included in each activity. The provision for each pupil is rigorously documented. Teachers compile records for the pupils: these contain full details of the learning difficulties that each child encounters, and the provision made to overcome them. The teachers maintain up-to-

date assessments of progress and examples of each pupil's work. The pupils' individual learning plans are reviewed regularly and teachers use them well when planning suitable activities. Carefully focused planning and teaching have a positive effect on the pupils' progress.

13. Teaching in the speech and language unit is good. The teacher's planning is very good and maintains an emphasis on structured language activities adapted to the needs of each pupil. The teacher skilfully involves structured language use in every activity to enable the pupils to practise their understanding. For instance, in a good mathematics lesson, the pupils practised their understanding of 'big and small' in various situations, linked to their literacy work on 'Goldilocks and the three bears'. The pupils worked in small groups with a high level of adult support in sorting and identifying big and small things and they were very successful in using the words in phrases and short sentences. They also made good progress in learning to use the word 'middle', again connected to the story. By the end of the lesson most pupils had learned to use all three terms generally, to describe people and objects.
14. The unit staff have a good knowledge of their pupils and they ensure that each activity fully involves the pupils. The pupils respond with a high level of concentration and enjoyment. The teacher has high expectations of the pupils' achievement and carefully records their progress. There is a very good level of teamwork within the unit. The staff work together well and show great commitment to each pupil's welfare. All the staff are knowledgeable about speech and language provision and effectively use signing and symbols where they are appropriate. There is particularly good input to the pupils' development from a specialist speech and language therapist who works closely with the teacher on assessments and programmes, and supplies intensive individual daily teaching.
15. The tiny minority for whom English is an additional language are well supported in the classroom. Pupils are not withdrawn in order to be supported. This is an effective approach. A pupil observed in a mathematics lesson was able to undertake the same work as her classmates because the support assistant used innovative ways of making the work accessible to her.
16. The assessment coordinator is efficient and effective. In her short tenure she has prioritised sensibly and has overseen the implementation of assessment arrangements for literacy, numeracy and science that very efficiently track pupils' progress through the school. She has been instrumental in ensuring that, both over the longer term and on a day-to-day basis, this information is used productively. It triggers action. Assessment is largely undeveloped in other subjects although some staff are trialling systems: in the gymnastics element of physical education and in religious education, for example. Assessment in Nursery and Reception is well established and of very good quality. Assessment in the unit is good.

The curriculum

The school offers a broad and balanced curriculum with satisfactory curricular opportunities. Opportunities for enrichment are satisfactory. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is good in the Nursery and Reception class, and in the speech and language unit.
- The school offers an attractive and stimulating environment.
- Resources are good and staffing levels are high.
- There is one club and a wealth of activities to choose from at lunchtime.
- Physical education lessons are often too short.

Commentary

17. Children receive interesting and exciting curricular opportunities in the Nursery and Reception. This sense of imagination and fun is sometimes lacking in Year 1 and Year 2. The headteacher has a compelling vision of a more innovative way forward, but there is no clear timetable for its development. An encouraging start has been made in linking subjects, for example in having themes from history and geography in English lessons. All statutory requirements are met. The school is well presented, with interesting and eye-catching displays at every turn. There is a generous level of staffing in each class, so that groups are often small.
18. The curriculum in personal, social and health education has no scheme of work of its own. Nevertheless, the danger of drugs is dealt with through the science curriculum and opportunities to develop other aspects arise through religious education lessons and through the positive ethos of the school. The quality of provision depends on the level of skill and interest of individual class teachers. In the Nursery and Reception class, for example, great care is taken to develop children's personal, social and emotional skills, often through group discussion. The school buys in enrichment activities from theatre groups and the local museum service. Staff devised their own geography workshop, which was very successful. There is one club outside school hours and an everyday lunchtime opportunity for pupils to choose from a range of activities, both inside and out. Inside, for example, they can enjoy a wall-size '*Connect Four*' or king size *snakes and ladders*! Links with other schools are adequate, and there has been some support in sport from the local secondary school. The school hall is underused in the mornings, with most physical education lessons timetabled in the afternoons. This makes them too short so that, while the weekly total of time is acceptable, pupils do not have enough time in individual lessons to make the most progress. The school is well resourced and accommodation is spacious.
19. The pupils in the speech and language unit follow a curriculum which is appropriately broad and balanced and which is highly adapted to promote language enrichment in each activity. The staff take every opportunity to structure activities around the pupils' individual learning targets. The pupils' attainment is carefully recorded after each session and this has a positive effect on maintaining their good progress. The staff make very good use of resources. Pupils use computers regularly and productively to enhance their learning. Some pupils take part in lessons within the mainstream school. These opportunities are very well planned and prepared and there is close co-operation between the unit staff and other teachers.
20. Pupils with special educational needs who are in other classes are fully included in all curriculum subjects. They are well supported through thoughtfully adapted work and through the quality and amount of adult help available to them. Each teacher has created effective action plans specifying how the pupils with special educational needs will be supported. Pupils have clear individual education plans that give detailed targets for improvement closely linked to aspects of their classroom work. The progress that pupils make is carefully recorded, particularly when it is felt that more support is required. The records for each pupil are reviewed regularly and are of a high standard.

Care, guidance and support

Arrangements for ensuring pupils' welfare, health and safety are very good. Pupils are treated as individuals and receive a good level of help and guidance. As a result, standards achieved are good.

Main strengths and weaknesses:

- Pupils enjoy an excellent, trusting relationship with at least one adult in school.
- The school provides a secure and happy environment with high quality pastoral care.
- Pupils have access to good support, advice and guidance.

Commentary

21. The headteacher has been instrumental in establishing an environment where warm relationships can flourish. In turn, teachers and their assistants promote good and trusting relationships with pupils. This gives pupils the confidence to seek support and guidance when they have concerns about their work, or a personal problem, or when they want to share a success or news about something special. In the recent questionnaire sent to pupils, all indicated that they have a good and trusting relationship with at least one adult in school.
22. Pastoral care is certainly a strength of the school, reflected in the words of the headteacher who declared, 'I care passionately about the children'. Conscientious attention is paid to pupils' care, welfare and safety, allowing them to concentrate on learning. Child protection procedures are well-established and known to work effectively. Almost every adult in the school has received first-aid training. Parents at the pre-inspection meeting confirmed their faith in this approach by unanimously saying that their children are very happy and enthusiastic about attending school. They feel that pupils have been consistently well taught over the years and receive very good care.
23. Teachers and their assistants know their pupils well and make good, written assessments of their progress. To complement this activity, pupils evaluate their own work by answering a simple questionnaire. The information about pupils' achievements is used well to set targets for academic and personal development. Teaching is based on what pupils can feel and touch rather than the use of less tangible concepts. Pupils have a good awareness of how well they are doing and how to improve. Hence, they achieve well. Those with special educational needs are supported very well in class so they take a full and active part in lessons and achieve as well as other pupils.
24. Pupils in the speech and language unit are well supported in their use of social language with adults and other children. Where it is appropriate they play and socialise with children from the mainstream part of the school. They attend assemblies and are given many opportunities to develop their skills in speaking and listening.
25. No school council is in place to represent the views of the pupils. However, the pre-inspection questionnaire for pupils suggests that the respondents are entirely satisfied with their teachers. Every reply showed that pupils believe their teachers are fair to them and they all believe that their teachers listen to them.

Partnership with parents, other schools and the community

The partnership with parents is good and, in return, parents have a high level of confidence in the school. Links with the community are satisfactory.

Main strengths and weaknesses

- Provision of information to parents is good, including that to parents of pupils who have special educational needs.
- Procedures to ensure satisfaction and to deal with any concerns and complaints are good.

Commentary

26. The school communicates well with parents through attractive newsletters and good annual reports about their children's progress. The annual reports provide a good summary of pupils' achievements and include specific targets for the next steps for learning in English, mathematics and science. At the start of each term, parents are circulated with information to tell them what their children will be learning. There is little in the way of practical guidance as to how parents can help their children move on with their learning. However, the meetings the school has offered, linked to the National Curriculum, have not been well attended. It now intends to try a 'maths week'. Parents will be invited to come into school to see and discuss their children's work in mathematics. If successful, a 'geography week' will follow.

27. Parents of pupils with special educational needs are kept well informed of their child's progress. They are invited to each discussion of their child's individual education plan and are encouraged to comment on their child's learning and behavioural targets. The Annual Reviews of pupils' statements of special educational needs are very well organised. The results of the meetings are well documented. The feelings and opinions of parents and professionals at the meeting are carefully recorded, and any appropriate action is noted.
28. Parents clearly have great faith in the leadership of the school even though there are few active links. For example, few parents help in school and there is no parent-teacher association. Nevertheless, parents are clearly delighted with the way the school is run and believe that the 'open door' policy enables them to resolve any concerns that arise.
29. The school is well involved with the local community and benefits from having visitors who contribute to pupils' learning. Pupils are quite enthused by performances from theatre groups and other special visitors, such as the zoologist, or, as the pupils know him, 'the animal man'. During the time of the inspection, the school was preparing for the Harvest Festival and expects to follow the usual good practice of distributing gifts to senior citizens. Rather less contact exists with the wider community, except for links with Hertfordshire University and other colleges. The school has not developed any significant partnerships with commerce and industry.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school, and that by governors, are satisfactory. The headteacher leads well.

Main strengths and weaknesses

- The headteacher leads a school in which children make good progress, both academically and personally.
- She has a clear and laudable vision for the development of the school, but it is not recorded in a clear plan.
- Some coordinators lead well but others lack essential skills.
- Currently, there are weaknesses in the way that newly qualified staff are deployed.

Commentary

30. While there are some weaknesses in leadership and management, the positive impact of the headteacher's work is clearly evident in the outstanding relationships in the school, in its ethos, in the high level of care it provides and in pupils' consistently good achievement. For these contributions, the headteacher is, quite rightly, held in very high regard by staff, governors and parents. Undoubtedly, this school functions well because of her influence.
31. Governors are aware of the strengths of the school, but are less knowledgeable about its weaknesses. This restricts their ability to challenge intentions and priorities. Governors are now linked to subjects of the curriculum and are using this as a means of increasing their understanding. They are willing to undertake further training in order to increase their effectiveness. They fulfil all of their statutory duties.
32. The headteacher's vision for the future development of the school includes a more innovative and diverse curriculum. There is a great deal of potential benefit in these intentions but they are not recorded as a plan that can be shared with all staff. Rather, the school improvement plan consists largely of a collection of action plans submitted by individual staff and is, therefore, driven by the subjects of the curriculum, rather than by the school's wider priorities.

33. Some coordinators lead well: those, for example who lead the Foundation Stage and the unit. The assessment coordinator is new to the role but has made a skilful start in establishing effective assessment systems for English and mathematics. Most subject leaders, however, do not have the range of leadership skills needed if they are to influence teaching and learning in their subjects through monitoring and supporting activities. They will, therefore, be unable to take full advantage of the opportunities for these activities when they become available next term.
34. The subject leader for special educational needs has established effective strategies to promote the progress of pupils with learning difficulties. She maintains a high level of informal support for colleagues and makes sure that there is appropriate communication about each pupil's needs and progress. She ensures that records are up-to-date and relevant, and provides a good level of information, advice and support to her colleagues. The school has clear policies for special educational needs provision. Statutory Annual Reviews of pupils' progress are completed efficiently and within the required timescale. The subject leader, however, has no allocated time to observe the progress of pupils with special educational needs within each classroom, or to monitor record keeping and assessment. This is a weakness in provision and detracts from the otherwise well managed support.
35. The speech and language unit is well managed. The teacher gives clear direction to the other staff and has developed clear strategies for planning, teaching and recording pupils' progress. Parents are fully involved in their child's education. They are invited to Annual Reviews and are involved in helping their child through discussion about setting appropriate and challenging targets. The accommodation is small but staff make good use of the available space. The unit is generously staffed enabling each pupil to receive a high degree of individual tuition.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	580,247
Total expenditure	546,639
Expenditure per pupil	2161

Balances (£)	
Balance from previous year	94,600
Balance carried forward to the next	128,208

36. Spending is largely well considered and almost always represents good value for money. The school spends prudently. Most of the large carry over amount is accounted for in this year's spending intentions. The remainder will be used for continued improvement to the premises and the spending that will support the achievement of the headteacher's intentions for the development of the curriculum. The current deployment of two newly qualified staff, however, does not represent good value as both work alongside experienced teachers and make too little independent contribution to pupils' progress on a day-to-day basis. Conversations with the headteacher revealed that she has innovative plans for their more productive employment next half term, making significantly better use of available space, of more flexible timetabling and of their particular expertise.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in Nursery and Reception is **good**.

Children enter the Nursery with standards that are below those expected nationally. When they leave the Reception class, most meet the early learning goals in all areas of learning. In personal, social and emotional development and knowledge and understanding of the world, they sometimes exceed them. This is because teaching is consistently good and children achieve well. Activities are planned to be exciting, fun and rooted in real-life experiences. Children have very good attitudes to learning and behave very well.

All adults working in the Nursery and Reception classes are dedicated and understand how young children learn. Under the effective leadership of the coordinator there are close links between the Nursery and Reception class, with shared routines. Assessments of what children can do are very good. At present staff feel obliged to record these in too many ways, but they are beginning to realise which are most effective. Open afternoons are held for new children, but at present staff do not visit them in their playgroups or at home before they start at the Nursery.

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

Main strengths and weaknesses

- Children co-operate very well together in independent activities.
- There are many opportunities to mark special occasions.

Commentary

37. Many children are likely to exceed the early learning goals. Daily routines are very well established. As a result, children feel confident about trying new things. Teaching is very good, with clear expectations of behaviour. All adults are approachable and care very well for the children. Children settle very quickly to free choice activities, which are varied, interesting, and often linked to the class topic. For example in the Nursery there is a tasting table where children can try a new fruit each day. The children socialise very well, and enjoy snack times, or a special harvest soup. They value one another's achievements, applauding when a child succeeds. Children's personal and social development is carefully recorded and monitored. They are well prepared for moving into Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Activities are well planned to interest the children.
- There is a strong emphasis on early reading and writing.

Commentary

38. Most children are on course to meet the early learning goals by the time they enter Year 1. Teachers and other adults are very clear about what pupils need to learn. They provide activities that hold their interest and challenge them. Skills are developed in everyday routines, for example in forming sentences about the date and the weather. Special attention is paid to early reading, with regular teaching of sounds and the use of '*flash cards*' to recognise

common words. A love of reading is developed through shared stories and a good range of books around the classrooms. There is a lot of practice in early writing, such as forming letters in flour and water paste. Every opportunity is taken to develop speaking and listening skills, for example by asking children to explain how one picture is different from the others. Resources are well used, with special writing areas and, in the Reception class, an exciting 'sound box' where the letters are kept.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are taught correct vocabulary from the start.
- Mathematical ideas are presented in interesting ways.

Commentary

39. Children are likely to meet the early learning goals by the end of the Reception year. Teaching is good and they progress well. They are introduced to the proper terms straight away, for example in the properties of shape. Lessons are planned to grab their attention. Reception children had to guess the shape as the teacher slowly revealed it from behind a screen. Supporting activities are fun and well matched to children's abilities. Number rhymes, songs and the daily routine of counting how many are present all help children to learn. There are effective links to the topic, as in the Nursery where children could sort pasta into sets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children experience a wide variety of stimulating activities.
- High quality displays enhance children's understanding.

Commentary

40. Standards are higher than normally expected because the teaching is at least good and children achieve very well. Imaginative planning ensures that they experience a range of exciting projects, closely linked to the class topic. For example, in studying farming, children in the Nursery planted crop seeds such as oilseed rape, wheat and peas. In a topic on journeys Reception children made their own kites and tried them out. Role-play areas pay careful attention to detail: reception at the doctor's surgery has a telephone and an appointments book. Adults question very well, and work much of the time with small groups. In the Reception class an interactive display of things to touch and smell adds interest. In the Nursery artefacts from Africa combine to make a visual feast.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Reception children are well taught in lessons in the hall.
- Children have many opportunities to improve their dexterity.
- There is no outdoor area for the exclusive use of the Reception class.

Commentary

41. Children enter the Nursery with some experience of adventurous activity outside, but their fine motor skills are not well developed. By the time they leave the Reception class they meet the expectations of the early learning goals. Physical education is well taught in the hall, with clear instructions and a rapid pace. Children learn to move in a variety of ways. The Nursery is very well equipped with puzzles and 'playdough', and 'small-world' figures for the children to manipulate. The Nursery outdoor area is of sufficient size and, since the last inspection, has acquired a climbing frame. This space is used less often for the other areas of learning. Reception children do not currently have access to an outdoor area in lesson time.

CREATIVE DEVELOPMENT

42. This was not a focus of the inspection. In consequence, it is not possible to judge provision or standards. The Nursery and Reception class are well resourced for a wide variety of creative activities including printing, painting, collage and building models. There is evidence of exciting work linked to the topics. For example, when looking at farming the Nursery children printed with potatoes, made wool collages and built a model farm out of papier-mache. Children use musical instruments and enjoy singing. Their imaginative role-play is well developed in the 'pizza parlour' and the 'doctor's surgery'. They have studied the work of famous artists such as Jackson Pollock and Kandinsky.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- From average attainment at the start of Year 1, all pupils achieve well.
- Teaching and learning are good.
- There are good opportunities for writing in other areas of the curriculum.
- In the absence of an experienced subject leader, pupils' good achievement is being maintained by the school's assessment systems.

Commentary

43. The 2004 test data show pupils achieving very high standards in reading and well above average standards in writing. However, given the attainment and rate of progress of the pupils currently in Year 2, it is unlikely that these will be replicated this year. Nevertheless, it is likely that results will remain above average. The change reflects the natural differences between cohorts and not a reduction in achievement. Over time, pupils join Year 1 with attainment that broadly matches that expected. All, including those who have special educational needs and whose first language is not English, continue to achieve consistently well. The standards above expectations reported at the time of the last inspection have been maintained.
44. Pupils' listening skills are good overall, and generally reflect the quality of the teaching they receive. Pupils tend to listen best when their teachers engage them, as is the case in most lessons, and are somewhat less attentive when the pace of lessons is more sedentary and the content is less exciting. Speaking skills are satisfactory. Pupils are confident speakers and greet visitors in a friendly manner.

45. Pupils read well. The school's assessments are accurate and reflect standards that are close to expectations in Year 1 and above those expected in Year 2. Parents play a responsible part in the good progress their children make, and pupils benefit from an attractive and well-stocked selection of books, both fiction and factual.
46. Writing standards are above expectations. The school has tackled the key issue from the last report and the presentation of pupils' work is now at least sound and sometimes good. While key writing skills are at least adequately taught, there remains room for improvement. The school has rightly recognised that staff need training in running 'guided writing' sessions (where they model good writing practice to small groups of pupils of similar ability). Arrangements have already been made to provide staff with appropriate training.
47. The teaching observed ranged from good to satisfactory. Most was good and this was reflected in pupils' work over the longer term. The overall quality of teaching is good. When it is satisfactory, it is because it is uninspiring and fails to motivate pupils in a way likely to lead to good achievement.
48. A newly-qualified teacher is the nominated subject leader. She as yet lacks the knowledge and experience to contribute fully to the development of the subject, but is currently being supported by the headteacher. In addition, the assessment coordinator is overseeing assessment in the subject, and information is being used well to maintain pupils' good achievement.

Language and literacy across the curriculum

49. Teachers are working hard to integrate subjects such as history, geography and religious education with literacy. In a literacy lesson during the inspection, for example, Year 1 pupils sorted old and new toys and wrote a sentence about them. Careful scrutiny of pupils' work from the last full school year shows that there is clear development through the year and, by the end of Year 2, pupils are writing at length in a range of subject - For example, 'Living in the Lake District is very different to Stevenage'; 'Describe life in the hospital where Florence Nightingale worked'; 'Instructions for making a fruit salad' and, in religious education, 'My Secret Place'.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- Standards are above expectations and sometimes well above.
- Good use is made of assessment information.
- Teaching and learning are good overall.
- The coordinator leads well, and with commitment.
- Pupils sometimes lack confidence when they use ICT in mathematics.

Commentary

50. The standards reached by Year 2 pupils in 2004 were well above national expectations. They were high, both when compared with the local education authority average and with similar schools nationally. The standard of more recent work seen suggests that, in the current Year 2, above rather than well above average standards are being reached. This reflects standards as they were at the last inspection. In the great majority of lessons observed, pupils' achievements were good. Pupils with special educational needs achieve well because of the good levels of support they receive, and work that is appropriate to their needs.

51. In a Year 1 lesson, pupils' achievement was good as a direct result of very good teaching. The teacher had very good relations with the pupils and this gave them the security to contribute their ideas and answer questions. Because of this very positive learning atmosphere, pupils concentrated well during whole class and individual work. The teacher had resourced the lesson well and imaginatively, having composed an original song to reinforce the properties of two-dimensional shapes. Tasks were planned that met the needs of all pupils, and the support staff's work was very effective. There was a small amount of unsatisfactory teaching: the pace was too slow and pupils were sitting on the carpet for too long at the start of the lesson. This made them restless and management of behaviour detracted from progress towards the lesson's objective. All teachers use the commercial scheme of work judiciously. They ensure that lessons include components such as direct teaching, individual work, and use of the workbook for the area of mathematics that is involved. This effective approach ensures pupils are familiar with recording their work in a variety of ways.
52. Teachers use assessment effectively to establish areas of difficulty and set targets for the longer term. They use both those that are part of the scheme of work, and their own. Teachers produce records of individual pupil attainment over time that alert them to changes in pupils' progress and enable them to make judgements on likely attainment by the end of Year 2. They use this information to help secure standards year on year.
53. The subject leader is aware of the developmental needs of the subject and during next term, when she will be given time to teach alongside her colleagues, she will be well placed to influence classroom practice. She has planned a 'maths week' based on 'Jim and the Beanstalk'. The whole school will be involved in the workshop-style approach, in which practical application will figure highly. More help for parents will be on offer in the form of six sessions during which they will be guided through ways to help their child(ren) with mathematics.

Mathematics across the curriculum

54. The school is aware of the need for greater integration of mathematics into the curriculum and has plans to improve it. In science, mathematics is used to present data using graphs. When the teaching of mathematics involves ICT, pupils do not always fully understand how to use the software or hardware, or what they are to do.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good and expectations of pupils are high.
- Attitudes to learning are good.
- Monitoring of the quality of teaching and learning is at an early stage of development.

Commentary

55. Standards are above average. Recent teacher assessments of progress suggest that the proportion of pupils attaining the higher Level 3 in Year 2 is well above average. This is because pupils are challenged effectively through interesting tasks. For example Year 2 pupils were asked to find a way of moving an object without touching it. Their spirit of enquiry is well nurtured and they enjoy their work. Consequently, they achieve well.
56. Observation of lessons, and scrutiny of pupils' written work show that all aspects of science are covered well, and pupils' differing abilities are generally taken into account. Teachers know exactly what they want pupils to learn, and question them carefully. There are some links with other subjects. For example, healthy eating supports personal, social and health education.

Learning is enriched through regular workshops and visiting theatre groups, as well as through visits and visitors. For example, a mother brought her baby in to show pupils how they develop and the needs of the very young. Year 2 pupils visited a local butterfly park.

57. The subject leader is fairly new to the role and has correctly identified areas for development. These include more use of ICT. While a start has been made in looking at planning and samples of work, as yet there has been no direct monitoring of lessons. Satisfactory progress has been made since the last inspection. Standards have been maintained and achievement is now good.

INFORMATION AND COMMUNICATION TECHNOLOGY

58. No lessons were seen; therefore a firm judgement cannot be made on overall provision. However, by the time the pupils have reached Year 2 they have had a satisfactory range of experiences and learning in ICT and reach the standards expected. This is maintenance of the standards reported at the time of the previous inspection.
59. Pupils frequently use a paint application to illustrate their work, and produce symmetrical drawings in mathematics. Pupils in Year 2 used a programmable robot to gain a greater understanding of right-angled turns and clockwise and anticlockwise 'in action'. They controlled the robot using single instructions and sequences of commands. They use software in literacy to help develop their spelling skills. In Year 2, pupils used a planning programme in geography when they devised maps and plans. From discussions with pupils, it is clear that they are largely unaware of ICT's use and benefits in everyday life.
60. Teachers occasionally use ICT in the preparation of their lessons and topics. For instance, the digital camera was used for good quality images to support the topic on the local community. It is frequently used when pupils make visits out of school. There are no interactive whiteboards in school, although their installation and training in their use is scheduled to be completed in a few months' time. The subject leader has a sound understanding of the future needs of the subject. She has already identified the need to upgrade some of the hardware and to ensure that teachers are fully acquainted with the software that is available. This should prepare them to capitalise on the potential benefit of the interactive whiteboards to their teaching and pupils' learning.

HUMANITIES

61. There are no judgements encompassing all aspects of provision in **history, geography and religious education**. Lessons were sampled, previous work was scrutinised, planning was examined, and discussions held with pupils and teachers. In history and religious education the standards of the last inspection have been maintained. There is too little evidence to record an attainment judgement for geography.
62. In **history** standards are in line with expectations for this age group. There are some useful links to English, with examples of extended writing. For example Year 2 pupils wrote a description of a Crimean war hospital, and a diary entry for Samuel Pepys. The range of activities seen in books is a little narrow. There are regular workshops to provide enrichment, and artefacts on loan. These help to bring the subject to life, as when Year 2 pupils made a human bucket chain to help put out the Great Fire of London. They contribute well to pupils' spiritual, moral, social and cultural development. In Year 1 a class museum displays toys old and new.

63. In **geography**, recorded work was limited. There are links to mathematics in graph work, for example of the number of cars parked outside the school. A successful workshop was held over several days when each class devised activities around the theme of a particular country. Pupils are in contact by e-mail with a teacher's son who lives in Japan.
64. The coordinator for history and geography provides good leadership. She has a clear vision for the future development of these subjects. A useful portfolio is kept of samples of pupils' work. An effective action plan identifies priorities for development, including more use of ICT.
65. Only one lesson of **religious education** was seen. However, it is clear from talking with pupils that they experience a satisfactory range of work and attain the standards expected. There is a good balance between work that gives them knowledge of other religions and the development of their insights gained from religions. Some pupils were very enthusiastic to tell the story of the creation as believed in some cultures of indigenous North Americans. That and their work on Judaism and Christianity give them a good foundation in the cultural diversity of the world as well as of their own country. In a Year 1 lesson on the practice of thanking God for the harvest, the teacher's very good planning made good use of learning in other subjects including art and literacy. The lesson was concerned with the Succoth, the weeklong Jewish harvest festival. The teacher skilfully introduced pupils to the circumstances of the Jews in biblical times, and how this is linked to the modern-day festival. The pupils were very well motivated by the prospects of building a succah, as used by the early Jewish harvesters, and of sharing their work with Reception children. Not only did they understand that some celebrations are common to different religions; they also recognised the sense of special occasion in which the modern Jewish family holds the Succoth.
66. A teacher with considerable personal knowledge and commitment to its contribution to pupils' learning leads the subject. She has identified the priority to develop the subject across the curriculum; this is already evident in some year groups. Her aim to acquire a set of CD-ROMs that will give a virtual tour of places of worship of many religions is more evidence of her desire to keep the subject 'alive' and accessible.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. **Art and design, design and technology, music** and **physical education** are sampled because the one lesson seen in each subject was too little to support an overall judgement on provision. In art and design pupils attain the expected standards. At the last inspection they were judged to be above expectations. In the three remaining subjects there is too little evidence to record attainment judgements.
68. Much **art and design** work is displayed in school, both in classrooms and in common areas. It contributes well to the school's bright ambiance and complements the good level of overall display. It makes a positive contribution to pupils' cultural development. For example, Year 2 pupils knew something of the work of Georgia O'Keeffe and had attempted their own 'Poppies'. Year 1 pupils had produced their own version of Vincent Van Gogh's 'Sunflowers'. In a link with literacy (the Katie Morag stories) and with geography, pupils attempted paper weaving in the two colours most frequently used for tartan: blue and green. Such links are good – and growing in number.
69. The overall quality of artwork is satisfactory. The extensive portfolios compiled by the subject leader show a good range of work: evidence of the full coverage of the art curriculum. However, work on display and work in progress both indicate a tendency for teachers to be over-prescriptive at the expense of 'giving pupils their head' and encouraging individuality and creativity. The display of 'Sunflowers', for example, showed use of the same colour paints by all pupils, the same number of flowers, position in the vase, vase size etc. Additionally, in the lesson observed, one group of pupils were producing a collage of Mount Fuji. There was no choice of colour, size or orientation for the background paper, or of the collage materials – orange and white squares were already cut out for the pupils. Hence, it was an inappropriate

activity. The similarity in Year 1 'Poppies' did not represent the results of a task where choice had been paramount. For example, the flowers consisted of three red poppies, painted, cut out and glued onto a pink background. There was no variation in the media used – paint, pastel, fabric for example – or in the size of the finished work. There was no evidence of two pupils working together – or of a group effort. There is, however, less prescription in some work. For example, there were some good observational drawings of honesty and Chinese lantern plants.

70. The subject leader is enthusiastic and knowledgeable about art and design but has not been influential in encouraging individuality and creativity in pupils' work. She assists teachers in the accurate assessment of artwork work against the Level 1 and 2 criteria for the subject. Inclusion of the Level 3 criteria as a matter of routine could help to raise standards by raising teachers' awareness of what Level 3 entails. The same member of staff leads design and technology. She is new to this area of responsibility and is undertaking a ten-day training course in order to learn to lead effectively.
71. The limited amount of **design and technology** work showed sound standards. Jointed cardboard figures reflected the ability of Year 2 pupils to use a punch and split-pins. There were simple glove puppets and work showed some links with other subjects. Year 1 pupils, for example, had made a dough skeleton. In the one lesson seen, which was of good quality, Year 1 pupils were actively engaged in an imaginative range of activities linked to fruit and the safe use of kitchen utensils.
72. In discussion, pupils show some enthusiasm for **music**, especially in the range of songs that they sing. They enjoy opportunities to play percussion instruments. However, they were not clear about the capabilities of the tuned instruments such as xylophones and were confused when speaking about music elements, using loud and low in the same context, as though they are always associated. In the only lesson seen, the Year 1 pupils explored how they could use their hands against their bodies to produce different sounds. Then they accompanied their own singing, using a range of these sounds. Meanwhile, other pupils used untuned instruments for further accompaniment. Throughout this lesson, the teacher gave pupils good levels of guidance in order to improve singing through posture and control. The planning for the lesson highlighted opportunities to develop the pupils' understanding and skills in speaking and listening as well as in their science topic on 'Ourselves'. When pupils sang in large groups, they were generally tuneful but occasionally lacked the control necessary to avoid loud choruses. This indicates a lack of acquaintance with the challenge in the verses.
73. The subject leader, who is in her first year in the profession, has considerable instrumental skills and a good level of musical knowledge. One of her priorities for her own professional development is to seek training in the role of subject leadership. She is keen to introduce more ICT into the music curriculum in order to give it breadth and provide variety for pupils when they manipulate sounds and create patterns. The range of resources is good with some very good quality, lower register, tuned percussion instruments. Unfortunately, these are in poor condition and require refurbishment to bring them back into playable condition.
74. In **physical education**, planning and photographic evidence were examined, and discussions held with pupils and teachers. In the one lesson seen, Year 2 pupils were developing a dance to classical music. They had some opportunity to refine and comment upon their performances. They made sound progress, but the work lacked flair. Photographs from other lessons show evidence of activities being carefully matched to pupils' skills: throwing and catching foam, plastic or hard rubber balls, for example.
75. Lessons are mainly held in the afternoon and, with twenty-five minutes to include changing, are too short. Wisely, the school is discussing making more use of the hall in the mornings to overcome this difficulty. Tennis has been offered by the local secondary school, and football is provided at lunchtimes. The subject leader is new to the role but has put together a useful playground activity booklet for midday supervisors. Some activities are imaginatively linked to

other curriculum areas. For example, photographs show pupils playing with hoops, and this is linked to a history topic on toys. Gymnastics is adequately assessed through a tick list. There are plans to extend this model to other aspects of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. From the beginning of Nursery, teachers introduce and develop personal, social and health education, and use stories to help children to understand the feelings of others. Story is also used to good effect in collective worship: 'Pandora's Box' and the notion of hope were beautifully and clearly explained in one assembly. Curriculum topics include work on healthy eating. Year 1, for example, having learned the benefits of eating fruit, designed a fruit kebab. Throughout the school, all adults promote laudable personal and social qualities and are good role models for pupils. Pupils benefit from the considerable lengths to which the school goes to promote cultural diversity: they have tasted food, handled artefacts, played drums and tried their hand at origami. They have enjoyed extensive displays from a number of different areas such as Africa, China, India, Japan and others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	3
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	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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