

# INSPECTION REPORT

## **WILDGROUND INFANT SCHOOL**

Dibden Purlieu

Southampton

LEA area: Southampton

Unique reference number: 115885

Headteacher: Mrs J Kemp

Lead inspector: Sandra Tweddell

Dates of inspection: 27 – 29 June 2005

Inspection number: 268260

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	164
School address:	Crete Road Dibden Purlieu Southampton Hampshire
Postcode:	SO45 4JX
Telephone number:	023 80842212
Fax number:	023 80842212
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Blasby
Date of previous inspection:	June 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated on the edge of the New Forest and takes in pupils from very wide backgrounds ranging from owner occupied to housing association accommodation. About a third of the pupils come from an area that has been designated as a police action zone because of high levels of anti-social behaviour. There is a high mobility amongst pupils. Children enter the school in the term in which they are 5 and there are 58 children in the reception classes. The number of children who are entitled to free school meals is slightly above that of most schools. Most pupils come from a white heritage background and a very small number speak Russian as their first language. The number of pupils with learning difficulties and disabilities is about the same as most schools, but over half of the current Year 2 class have difficulties or disabilities, Attainment on entry is below average and in some year groups is well below average in reading and writing. The Early Learning Group is a local authority funded speech and communication unit situated within the infant school. It provides for up to twenty pre-school age children with speech and communication difficulties from a wide area around Southampton and the New Forest.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1709	Sandra Tweddell	Lead inspector	English History English as additional language Personal development and citizenship
9388	Anthony Mundy	Lay inspector	
2734	Paul Cosway	Team inspector	Mathematics Art and design Music Information and communication technology Physical education
26292	Helen Mundy	Team inspector	Science Design and technology Geography Religious education Foundation stage Special educational needs
27058	Kathleen Cannon	Team inspector	

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	<b>8</b>
<b>STANDARDS ACHIEVED BY PUPILS</b>	
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school that is well led and managed.** The headteacher's innovative and determined leadership is creating an environment that responds quickly to the many challenges the school faces. Achievement has been affected recently by the large number of pupils who come and go but this is now changing. Good management systems ensure that pupils make good progress. Teaching and learning are good because the staff work hard to implement school policies. The school gives good value for money.

The school's main strengths and weaknesses are:

- Very good leadership by the headteacher and thoughtful systems of management support the good progress that pupils make.
- The provision for children in the reception classes is good and they make very good progress in personal development.
- Teaching is good overall, although there are some inconsistencies in implementing school policies.
- The curriculum gives very good opportunities for pupils to develop creative skills.
- Pupils are generally enthusiastic and enjoy their work. They behave well.
- Tracking the progress of pupils in writing and number is exemplary, and ranges from good to satisfactory in other areas.
- The provision for pupils with learning difficulties and disabilities is very good.
- Attendance is well below average this year because of a small number of families who do not see the importance of regular attendance.
- Links with the community and parents are very good and support the good progress that pupils make.
- The quality of provision in the Early Learning Group is very good.

There has been satisfactory improvement since the last inspection. Standards in design and technology have improved and there are more resources for information and communication technology (ICT). Pupils present their work well. Standards are not as high as previously, but this is because of the large number of pupils with learning difficulties and disabilities in some year groups. The previous good features have been maintained.

### STANDARDS ACHIEVED

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

**Achievement is good.** Children enter the reception classes with attainment that is below average and in some year groups, well below average in reading and writing. They make good progress and by the time they enter Year 1, most have reached the goals expected for personal, physical and creative development and knowledge and understanding of the world but not for language and mathematical development. They continue to make good progress in Years 1 and 2 and standards in the current Year 1 are high. This year, over fifty per cent of pupils in Year 2 have learning difficulties and disabilities so standards are below average except for writing where they are now

close to average. Boys do less well than girls but not more than nationally. More able pupils achieve satisfactorily and those with learning difficulties and disabilities, pupils who are new to English and children who are looked after, achieve well. Pupils make good progress in art and standards are above average at the end of Year 2. The progress of children in the Early Learning Group is very good.

**Pupils' personal, spiritual, moral, social and cultural development is good.** The majority of pupils, including those who find sitting still and listening difficult, have positive attitudes towards their work and often enjoy it. Behaviour is good and for those pupils who have behavioural difficulties, is very well managed. Attendance is well below average.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good across the school** and strengths include planning which ensures that pupils extend their knowledge, skills and understanding and behaviour management so that pupils are enabled to listen and learn. Many teachers are skilled at asking questions that extend pupils' understanding although this is not consistent. Assessment is used very well in writing and mathematics but ranges in quality in other subjects. The curriculum is good and a particular strength is the provision for the arts which is very good. Pupils receive good guidance and support and the headteacher pays very good attention to their views about the school. Links with parents and with the community are very good.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are good.** The leadership of the headteacher is very good; she knows exactly what needs to be done and has established systems that make the best use of the expertise of her staff. Governance is good. Governors work closely with the headteacher, have reviewed their roles and are becoming even more effective. Subject managers work hard and are committed to doing the best for the children. Their role has been a focus for development and their leadership is good. All statutory requirements are met except for information about access for disabled pupils.

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

Pupils enjoy school and their parents are mostly positive about it, feeling their children enjoy school, make good progress and the school is well led and managed. The inspection found these views to be justified. A few parents have concerns about sufficient challenge but inspectors found that more able pupils achieve satisfactorily. A few are concerned about behaviour, bullying, the amount of information they receive and that their views are not sought. The headteacher has recognised concern about the home school diary and has recently reviewed the practice. The other concerns were found to be unjustified.

## **IMPROVEMENTS NEEDED**

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

- Continue to develop the role of subject managers so that teaching is consistently stimulating across the school.
- Extend the very good tracking of progress and the use of this information to ensure that all groups of pupils achieve as they should in all subjects.
- Continue to work with parents to improve attendance so that all pupils make equally good progress.

And to meet statutory requirements

- Include information about access for the disabled in the governor's annual report to parents.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are below average but pupils achieve well across the school.

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

- Children in the foundation stage achieve well and very well in personal development.
- Achievement in Years 1 and 2 is good in all subjects.
- Pupils with learning difficulties and disabilities achieve well.
- The work to improve writing has raised standards this year.

#### **Commentary**

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

Standards in:	School results	National results
reading	16.1 (14.9)	15.8 (15.7)
writing	14.1 (13.3)	14.6 (14.6)
mathematics	16.2 (16.4)	16.2 (16.3)

*There were 63 pupils in the year group. Figures in brackets are for the previous year*

1. The above table shows that standards rose last year and, in writing, have continued to rise this year. Standards in writing are almost average in relation to all schools in England because staff have successfully worked on methods, such as exemplary assessment, that leads into targets for pupils that are regularly reviewed with them.
2. Until recently, mobility of pupils has been very high which has affected the standards that pupils reach. Last year, for example in Year 2, mobility was 30 per cent. This has now settled because of changes to the admissions policy. However, in the current Year 2, over half of the pupils are on the register of learning difficulties and disabilities, many for social, emotional and behavioural difficulties. Standards have been affected by this as much time has had to be spent in managing the behaviour of a small number of pupils in the year group. It is a tribute to all the school's staff that standards in writing are as high as they are. Standards in mathematics and in reading are below average but standards in art are above average. In the current Year 1, standards are high.
3. The attainment on entry to the reception classes is below average, but varies from year to year. In some years, standards in reading and writing are well below average as many boys have poorly developed skills of literacy. This is being tackled by a focus on developing speaking and listening skills across the school. Children in the reception classes make very good progress in personal development because of the very high quality of provision in this area. By the time they reach the end of the reception year, many have exceeded the goals expected of them. Fewer children reach the goals for literacy and mathematics as although they make good progress, they have much ground to make up. Progress in knowledge and understanding of the world, creative and physical development is good and most reach the goals expected for these areas. Staff in the reception classes prepare children very well to enter Year 1.
4. Achievement in Years 1 and 2 is good in all subjects. More able pupils generally achieve as they ought because the work is well planned for them. Some more able pupils achieve well as



they are very interested in the work and have been taught to be good learners and to be curious about the world. This is another priority of the school's work. Standards of boys' work are not as high as girls', although more able boys attain highly. Many boys have weaker skills of concentration and listening than the girls so they lose interest more quickly. Pupils with learning difficulties and disabilities achieve well as the provision for them is very good. The very small number of pupils for whom English is a second language and who are looked after do well. This is because of expert support for second language learners and the school's very good care.

5. During their time in the Early Learning Group children make very good progress. By the end of one year, they are more confident in conversation and participate well in predicting what will happen next in the class story book. They are enthusiastic in singing sessions and begin to develop a sense of comradeship by sharing some work and playing alongside older children in the infant classes, which significantly improves their social skills. Observations of the sessions, teachers' records and discussions with parents confirm children's very good achievement. For example, from being nervous, withdrawn and non-vocal, one child now smiles and gives positive responses when asked what he likes doing.
6. Achievement throughout the school is good because of the determined leadership of the headteacher and the management systems she has established that draw out the best from all her teachers.

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

Pupils' good attitudes and behaviour contribute significantly to their achievements. Their personal qualities quickly develop in response to the school's good provision for spiritual, moral, social and cultural education.

### **Main strengths and weaknesses**

- Most pupils enjoy school and have positive attitudes towards their work.
- Provision for spiritual, moral, social and cultural development is good.
- The majority of pupils behave well and many very well.
- This year, attendance is well below average.

### **Commentary**

7. Pupils enjoy school, and most are keenly interested and involved in academic and informal activities. Pupils with learning difficulties and disabilities participate fully in all aspects of school life. At the start of the day, in an emotional literacy session, they consider how they might cope with the day's events. Although a few sometimes forget their good intentions, their good attitudes and behaviour contribute to the ethos of the school, and to the quality of learning in all classes. Children settle quickly into the reception classes and make very good progress in their personal, social and emotional development. In Years 1 and 2, they listen carefully to their teachers' explanations and instructions. Pupils are involved in a variety of everyday duties in their classrooms and, in Year 2, have wider responsibilities as *Playground Pals* and lunchtime helpers for the youngest children. These activities contribute significantly to their personal development.
8. Adults in the school are good role models for courteous and thoughtful behaviour. Pupils are friendly and cheerful. They respond confidently and pleasantly to staff and to visitors, and know the importance of honesty, and of being kind to people and to animals. They understand the principles of communal responsibility, and are very active in the school's campaign for traffic control in the local area. Behaviour is good in classrooms and is usually very good in the open areas of the school, and in the playground. Pupils have no concerns about bullying. They know that occasional incidents of aggression are quickly investigated

and resolved. One pupil has been briefly excluded in the current school year because of a possible risk to the pupil and to others.

9. Pupils have good understanding of western art, music and dance, and some knowledge of eastern cultures. Their spiritual development is good. In a science lesson a group of pupils in Year 1 proudly showed an inspector how beautiful *painted lady* butterflies had emerged from drab cocoons. All pupils sing enthusiastically and tunefully, and participate in seasonal church services and occasional village events. They are very generous of spirit, welcoming senior citizens to their harvest festival celebrations, and contributing each year to a variety of local and national charities.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.4
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.*

10. Attendance this year has fallen and is well below average. This is mainly because of a small number of families who do not send their children to school regularly and to the need to maintain children of families who have disappeared on the register. In common with many infant schools, many pupils are occasionally absent for a day or two.

### **Example of outstanding practice**

#### **Playtime and lunchtime activities to support personal development**

All pupils look forward each day to excellent playtime and lunchtime activities, developed by the school's support staff as a mix of learning and fun. Skilled midday assistants enthusiastically lead and participate in numerous traditional and modern playground games, using knowledge of individual pupils to make sure that all are fully included. A wide variety of toys and equipment, changed daily, retains pupils' interest and encourages them, individually and in groups, to attempt new activities.

In the games groups, pupils learn individual and team skills, such as basketball. In a shaded, quiet area, one assistant informally develops pupils' writing, speaking, listening, and social skills. For example, dressing-up games involve boys and girls in numerous role-play situations, including many weddings. All activities contribute significantly to pupils' spiritual, moral, social and cultural development.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning are good and assessment satisfactory. The curriculum is good and the range of enhancement activities is very good. Links with parents and the community are very good and pupils are cared for and guided very well.

### **Teaching and learning**

Teaching and learning are good and assessment is satisfactory, although assessment of mathematics and writing is exemplary.

### **Main strengths and weaknesses**

- Teaching in the reception classes is good.
- *My Special Books* for recording the progress of pupils in writing and mathematics are exemplary.
- Planning is good across the school.
- Management of pupils' behaviour is very good.
- Teaching assistants give very good support to the classes.
- Skills of questioning and of encouraging pupils to be inquisitive about their world are good but there is inconsistency across classes.
- Assessment is satisfactory overall with strengths in English, mathematics, design and technology and history.

### Commentary

### Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	17	4	0	0	0

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

11. Excellent team work between adults in the reception classes is one of the reasons why children make good progress. The learning environment is stimulating and adults are skilled at asking questions that develop the speaking and listening skills of the children. Groups of children studying dead fish developed their understanding of living things through skilled questioning by a support assistant who had prepared carefully with the teachers. Children are also encouraged to be independent as adults have high expectations of this feature of their learning.
12. In Years 1 and 2, teaching and learning are also good. Strengths include very good relationships so that pupils feel confident to ask questions, good classroom organisation, clear aims for the lesson and instructions, and good subject knowledge. These features help to create an effective environment in which pupils learn well.
13. Planning is detailed and ensures that pupils build up their learning as they move through the school. In subjects apart from English and mathematics, it is sometimes not clear how more able and the least able pupils can be challenged. Books show that the least able pupils sometimes do not complete work as they have found it too difficult or are slower. This is being tackled through a review of assessment practices in all subjects. Assessment in design and technology and in history is good. Here, in addition to a sheet that gives a useful overview of how well each pupil is progressing, teachers record observations about work for individual pupils, often by talking to a sample of them about their work. This is excellent practice as teachers know how to take pupils' learning forward.
14. Each pupil has *My Special Book* for writing and mathematics. These contain samples of work, taken each half term, which are discussed with other teachers and a National Curriculum level assigned. From the work a target for improvement is set that is shared with parents and is a focus of subsequent marking. The books provide excellent records of progress and are supporting high achievement. Assessment of speaking, listening and reading has been reviewed and a new approach introduced. It is too early to see how effective this is.
15. All adults work closely together to support a number of pupils who find it difficult to manage their behaviour and the headteacher's deployment of staff supports the very good management of behaviour challenges. Additional support comes from the teaching assistant who has been appointed to develop emotional literacy. She works with small groups of pupils helping them to develop methods to express their emotions appropriately. As a result, the learning environment is calm and purposeful.
16. The quality of teaching for pupils with learning difficulties and disabilities is good overall. Specific roles are allocated to teaching assistants, and all are carefully trained to support

individuals and groups of pupils in classrooms and in the many withdrawal groups. They work closely with class teachers to ensure that work is matched to pupils' needs. The school makes good use of the expertise available from external agencies, including speech therapists and the educational psychologist. Good procedures identify and assess pupils with special educational needs. Individual targets are clear to staff, parents and pupils, and are consistently updated.

17. Teaching and learning of children in the Early Learning Group are consistently very good. Skilled and experienced staff work as a close team and lessons are focused and well structured to capture children's interest whilst developing their communication abilities. During lessons children develop their collaborative skills, working alongside each other or sharing practical tasks. They are encouraged towards independence and responsibility by using a picture exchange register to mark themselves present or record their activities on a picture diary. Teachers use this very well to round up the session with group discussions on what has been achieved and enjoyed. Very good use is made of children's individual education and personal targets, which means each child's needs are very well met. Children know their targets and wear 'target badges' which they hand in before they go home.
18. Teaching assistants make a significant contribution to the quality of teaching and learning. They are well qualified and trained as the headteacher believes that professional development is vital to an effective school and puts resources into staff education. They work closely with teachers to plan so they know exactly what to do in the classroom.
19. The school has two current priorities; the development of speaking and listening and encouraging pupils to think and question for themselves. There is still some inconsistency in how teachers are developing the two priorities as, sometimes, teachers do not use methods to encourage discussion. However, there is also good practice in a number of classes, for example, asking pupils to quickly discuss a problem in pairs or groups. Excellent practice was also seen. In a history lesson in Year 2, the teacher asked pupils to list what they knew about the *Titanic*. A lively discussion broke out as pupils put forward their ideas, some disagreeing with one another. These disagreements were skilfully harnessed into questions for pupils to research. The questions posed by the teacher were challenging and resulted in pupils asking questions for themselves. There was a tremendous spirit of enquiry as pupils were highly motivated to find out for themselves and rushed off to the books laid out to pursue their enquiries.
20. Teaching and learning are good because of the headteacher's willingness to research new ideas to raise the quality and her use of professional development to support a skilled workforce.

## **The curriculum**

The curriculum is good and the range of enrichment activities is very good. The school is staffed and resourced well and the accommodation is good.

## **Main strengths and weaknesses**

- The curriculum offers a good range of experiences and there has been good improvement since the last inspection.
- There is a very good range of enrichment activities, provided for all pupils on half a day each week, as well as good and popular after-school clubs and activities.
- The many teaching assistants and adult helpers are well trained and make a significant contribution.
- The accommodation and the resources for learning are good and help pupils to learn.
- The provision for pupils with learning difficulties and disabilities is very good.

## **Commentary**

21. The curriculum meets statutory requirements. The national strategies for literacy and numeracy have been fully adopted and skilfully adapted to meet the needs of the school and pupils. The curriculum for the youngest children is well planned to provide a good range of teaching of literacy and numeracy, along with good opportunities for the children to learn through play activities, with very good adult support. Across the whole school, the staff are skilled in linking learning from a range of subjects together. In Year 2, for example, the teachers are using the sinking of the *Titanic* as a focus for work in literacy, history and art. This has helped to develop a wide range of skills in pupils, as well as increasing their knowledge of history and their understanding of historical concepts.
22. There is very strong emphasis in the curriculum on the development of literacy and numeracy skills. The other subjects of the curriculum are not neglected. In fact, the creative afternoons provide excellent opportunities for pupils to choose from a wide range of creative activities, including three-dimensional art, dance, football training and cookery. This is representative of the inclusiveness of the whole curriculum: teachers plan to provide activities that will interest all pupils, and in literacy and numeracy plan well to meet individual children's needs. There is a good range of after-school activities, including recorder club, French and team sports.
23. There is very good provision for personal, social and health education, with a strong emphasis on teaching pupils to live together harmoniously and being fit and healthy. Much of this is linked into the teaching of other subjects. For example, when the Year 2 classes were learning data handling, they were working on a 'real' exercise that involved working out how many drinks of different types would be needed for the Year 2 leavers' party. It was explained to them that the drinks that they chose could be from a range including milk, water and fruit juices, but there could be no fizzy drinks because they were not allowed in school for health reasons.
24. An innovative and flexible curriculum for pupils with learning difficulties and disabilities is carefully matched to individuals and small groups. Pupils are often withdrawn from classrooms for specific support from experienced teaching assistants who use a wide range of good resources. The school very effectively implements the Code of Practice.
25. Children referred to the Early Learning Group are well below average in their oral and communication skills. They are assessed by the speech therapist who works closely with the teacher in charge to provide individualised learning programmes which cater very well for each child's needs. Their part-time timetable is well structured and balanced to include formal and informal learning whilst also supporting their personal development. The Early Learning Group has made good improvement since the last inspection by developing its planning along the lines of the curriculum for young children. It has also extended opportunities for children to socialise with older children, which significantly improves their sense of awareness and the needs of others.
26. The school has good numbers of teachers and teaching assistants to enable it to teach the subjects of the National Curriculum and religious education effectively. The teaching assistants and volunteer helpers work very well to support pupils and teachers and have been trained and deployed well. Specialists come in to teach dance and coach sports skills. The school's accommodation is good and supports pupils' learning well. It includes a good sized multi-purpose hall and a small, specialist area for information and communication technology in the well equipped library. The accommodation is good for physical education, with a hall, hard play area and playing field. The attractive grounds include a good environmental/wild-life area for work in science. Subject managers have worked hard to ensure that all subjects are well resourced and managed.
27. The administrative and clerical staff work well to support the teachers and ensure that they can concentrate on their primary roles. The caretaking and cleaning staff work effectively to ensure that the school buildings and grounds are clean, tidy and attractive.

## **Care, guidance and support**

The school provides very good care for all pupils, and good guidance to improve their academic work. Pupils have very good opportunities to express their views and to influence school life.

## **Main strengths and weaknesses**

- Pupils are very secure and confident in school.
- Exemplary training is provided for midday assistants.
- Adults listen carefully to pupils' opinions, and often respond positively to their suggestions.

### **Commentary**

28. The school offers a very friendly welcome to pupils of all ages. They benefit from consistent implementation of very good policies for health and safety, child protection and behaviour management. Very good procedures identify, support and monitor pupils with learning difficulties and disabilities. Teaching assistants develop very close relationships with them, and give very good academic and social support at all times.
29. The manager of the provision for pupils with learning difficulties and disabilities and the teaching assistants have very good knowledge of their pupils. Individual education plans are of very good quality, are meticulously monitored by the subject manager and regularly reviewed at meetings of staff and parents. Records are regularly updated, and conform fully with statutory requirements
30. Lunchtime care is very good for all pupils. School meals are low in salt and fat, and include some organic meat and significant amounts of fresh vegetables. A play leader organises numerous outdoor games and activities, varying from day to day. Midday assistants are carefully trained to respond sympathetically to questions and concerns, and to act firmly if required. The induction programme for midday assistants is summarised in a very attractive, good humoured and informative booklet. Several members of staff are qualified in first-aid, and all are caring and sympathetic to injured and distressed pupils.
31. The headteacher is responsible for child protection. She conscientiously ensures that all adults in the school are alert to possible issues. The school has good procedures for verifying that current and prospective staff and voluntary helpers are not prohibited from working with children.
32. All pupils are fully involved in the life of the school. The headteacher has recently involved a group of pupils by asking their opinions on a variety of topics, including how teaching and learning could be improved. The headteacher also seeks their views about teaching and their own learning, using a questionnaire that she has devised. Teachers and other adults have good knowledge of pupils' personal development, although little information is formally recorded. Pupils save examples of their best work in a special folder and, on leaving the school at the end of Year 2, these are passed on to the receiving junior schools. Pupils with learning difficulties and disabilities benefit greatly from the school's emotional literacy programme, led by a well trained classroom support assistant. Pupils' individual good work or effort is rewarded with commendations from teachers, teaching assistants and midday assistants. Pupils in each class nominate a weekly *Superstar* for an award, presented at whole-school assembly. Coveted certificates are awarded for 100 per cent annual attendance.
33. Parents and children are warmly welcomed into the school's reception classes. Pupils joining Years 1 and 2 quickly make friends, and are soon fully integrated. Most pupils are very confident about transfer to the junior school at the end of Year 2. Extra support, including several group visits, is provided for pupils with learning difficulties and disabilities.

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

The school's very good links with parents and with the community contribute significantly to pupils' achievements. Standards in these aspects maintain the overall quality noted during the previous inspection.

## Main strengths and weaknesses

- The school encourages parents to participate fully in their children's education.
- Parents receive a wide range of good quality information about school life.
- There are very good links with the local community.

### Commentary

34. Parents' views were very positive at the pre-inspection meeting, and generally positive in responses to the questionnaire that was issued before the inspection. A few parents have concerns about behaviour, bullying, information about the progress of their children and feel they are insufficiently consulted. Inspectors could find no evidence to support these views.
35. Parents have good involvement with the work of the school. They are welcome at all times, and have very good relationships with the headteacher, class teachers and other members of staff. Parent helpers are greatly valued, and their skills and interests are frequently used to broaden the curriculum. The school offers parents a variety of educational opportunities to develop their skills. An active parent-teacher association organises popular social and fund raising events, and contributes generously to the school's budget each year. Recent activities have provided funding for physical education equipment, and for a selection of musical instruments from a range of cultures. Many parents, although not formally active in the association, support the school by attending events as helpers or participants. The association maintains a very good relationship with the governing body, and some families are active on both committees. The school has the confidence of all communities.
36. Information for parents is of good quality. They receive regular updates of the proposed curriculum for each year group, and the school offers a variety of materials for parents wanting to work at home with their children. At two consultation meetings each year, parents discuss their children's progress, and participate in target setting. Parents receive two reports a year giving information about how well their children are doing and how their work can be improved. The school is reviewing teachers' use of the home-school diary which has been a concern of parents. Newsletters are frequent, attractive and informative. The school prospectus conforms with legal requirements, and includes much useful additional advice for parents. However, the most recent governors' annual report to parents does not include legally required information about access for the disabled.
37. Parents are very well informed of the school's routines and expectations when their children enter the reception classes, or join other year groups. Parents of children in Year 2 are very well informed about transfer to the junior school. Parents of children with learning difficulties and disabilities are fully involved in all decisions related to their children's learning. The school always tries to adapt procedures to meet the needs of families.
38. Links with parents/carers of children in the Early Learning Group are excellent. The teacher-in-charge visits homes prior to the child's admission and home-school diaries keep everyone very well informed. Parents/carers are welcomed at all times with some returning to provide extra support for newcomers during pre-admission open-days. Links with other infant schools are well managed and include detailed reports from the Early Learning Group which assist children to make a smooth transition to their new schools.
39. Very good links with the local community make an important contribution to pupils' learning. The school's summer fair is a major annual event in the village. Visitors include a dance teacher, a football coach, a dog warden, a police officer and a member of the local Jewish community. Very good links with local churches support pupils' spiritual and cultural development, and the ministers are popular visitors. Pupils visit many local places of interest, including a science centre. Multi-ethnic and multi-cultural links are limited, but are a priority for development. Very good links are maintained with the playgroup sharing the Wildground



site and with the Early Learning Group. The school gives very good support for high school students on work experience programmes, for college students and trainee teachers.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are good.

### **Main strengths and weaknesses**

- The leadership of the headteacher is very good.
- Governors play a good part in setting a strategic direction for the school.
- The headteacher uses information from assessment well to set an agenda to raise standards.
- Subject managers generally lead well following leadership training.
- Professional development of all staff is a high priority, helping to raise standards.

### **Commentary**

40. The headteacher is very clear about the strengths and weaknesses of her school and has established good management systems to meet her aim of helping pupils to reach for the stars. She thinks innovatively in order to create a close team of staff. One example is the introduction of school improvement teams that involve every teacher. Currently, there are two, each working on one of the priorities of the school improvement plan. This has the effect of all staff having a good understanding of the issues they are tackling and they are starting to put them into effect in their classrooms. At the moment, there is some inconsistency in implementing the two issues. Another approach is the introduction of peer coaching which partners teachers to observe one another at work, learning from one another. The headteacher plans to take this one step further by putting three teachers together to plan, teach and observe one another. Plans for this are well developed. The recently appointed deputy headteacher is well supported through professional development to meet the challenges of her role.
41. Governance is good. A good mix of experienced and new governors with a range of useful expertise is enabling them to support the headteacher in setting a strategic direction for the school. Governors have worked together on identifying how effectively they support the strategic direction of the school and following the review, they reshaped their committees and added one for self-evaluation. This has already had an impact as they are now more skilled at asking pertinent questions of the headteacher, based on their monitoring visits. They have also looked at how they gain value for money in relation to the standards that the pupils reach. Governors give valuable time in supporting the school.
42. Very clear data from tests and a shrewd analysis is used very well to shape the priorities for the school. This is mainly used by the headteacher, but as subject managers benefit from leadership training, they are starting to take the lead. The design and technology manager, for example, reviewed assessment and brought in a more informative system that was later picked up by the history manager. This has improved the progress that pupils make. Subject managers have worked hard, using their skills from training and they have a good understanding of their subjects. They are starting to use this information to play their part in helping pupils to achieve as highly as possible, although they know there is more to do.
43. The part-time manager for pupils with learning difficulties and disabilities provides very good leadership and management. She has an excellent overview of pupils' needs across the school. In limited time, she successfully manages a large and enthusiastic team of teaching assistants. She organises training sessions for all staff, covering a wide variety of topics to do with learning difficulties and disabilities.
44. Leadership and management of the Early Learning Group are very good. Planning is continuously monitored by the teacher-in-charge and is based on daily assessment of

children's achievements and realistic target setting, which is updated each term. Teaching staff are attached to the school and jointly funded by the school. The National Health Service provides funding for the speech therapist. Together they make a very effective team.

45. The school's success is due in part to the heavy emphasis on professional development, using sources of expertise from around the region. Teachers and teaching assistants have their own professional development budget that they manage. They have to justify attendance on courses and then ensure that all the staff and pupils benefit from their training.

### Financial information

#### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	627,955	Balance from previous year	20,853
Total expenditure	614,210	Balance carried forward to the next	34,598
Expenditure per pupil	3,630		

46. The management of the school's finances is good. The financial controls are very good and the school has received a favourable audit report. Governors' expertise, the control exercised by the headteacher and the efficient work of the finance assistant ensure that the school makes good use of its funding and its resources. Special needs funding is spent well. The principles of best value are applied well. Income and expenditure per pupil are slightly above the national average. Pupils achieve well in terms of academic development and personal development, and so the school is providing good value for money.

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

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

Provision is good overall in the foundation stage. Most children achieve all the Early Learning Goals in personal, social and emotional education, knowledge and understanding of the world, creative and physical development. A few children have achieved the Early Learning Goals in communication, language and literacy, and mathematical development.

When children enter the reception classes, their attainment is below average and in some year groups is well below in reading and writing. They all make good progress, including the high proportion with learning difficulties and disabilities. Teaching is good overall. Teaching assistants' advanced skills in questioning and explaining contribute significantly to children's learning.

All foundation stage staff regularly observe and assess children's attainment relative to the Early Learning Goals. Assessment is good overall. Teachers use a variety of methods to assess children's learning. Medium and long-term planning are good.

Leadership and management are good. The foundation stage manager is a successful team leader. She is a good teacher, and a good role model for staff and children. Teaching and learning resources are good, and are used very effectively by all staff.

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

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

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

- Children's social skills are very advanced.
- Attitudes and behaviour are consistently very good.

#### **Commentary**

47. Teaching and learning are very good so children achieve very well and most attain the goals expected of them and many achieve beyond this. Very good induction settles children quickly into reception class routines. Twenty-five children, due to begin school in September, were very excited by the wide range of activities offered to them as part of the induction process. All children are very polite to adults and to each other. They work and play very amicably for extended periods, and have unusual qualities of perseverance with everyday tasks. For example, when dressing after physical development lessons, they rarely ask for adult help with buttons and fastenings. Behaviour is always very good, and is sometimes exemplary. Children have good understanding of Christianity, and learn something of other faiths and cultures. In one session, a teaching assistant, using christening robes and gifts brought in by the children, led a lively discussion about the significance of the christening ceremony.

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

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

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

- Phonics teaching is consistently good.
- Children with special educational needs receive very good support.

## Commentary

48. Teaching and learning are good so children make good progress. Not all children reach the goals expected of them at the end of the reception classes as many have much ground to make up when they enter. All staff encourage the development of children's speaking and listening skills very well. Children with delayed speech receive very good individual help from teaching assistants and the manager for children with learning difficulties and disabilities. Sometimes, teachers miss some opportunities for inviting children to speak in detail about their work. Teaching encourages children to enjoy books. Phonics teaching is good because staff enliven lessons by using a variety of methods and resources. Most children know many initial sounds, and more able children recognise many words by sight. They all recall some elements of stories. For example, a child with learning difficulties and disabilities immediately identified a story represented in a wall display, and accurately repeated a key phrase. The teaching of writing is satisfactory, and children make satisfactory progress in their written work. Children of average attainment are beginning to use phonic knowledge to improve their spelling, and teachers encourage them to check the coherence of their completed work.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- There are good opportunities for mathematical development in all areas of learning.

## Commentary

49. Teaching and learning are good. Not all children reach the goals expected of them, but all children make good progress. Very attractive displays stimulate children's interest in mathematical development. Children of average attainment count objects accurately to twenty, and are beginning to count in twos. More able children accurately record three groups of objects totalling up to ten. A few lower attaining children, learning to use mathematics symbols, do not fully understand the concepts of addition and subtraction. Children are encouraged to solve simple number problems. For example, they knew that if eight children were on a boat, and two jumped into the water, six would remain. Children of average attainment can identify a few basic two-dimensional shapes. High attaining children have good understanding of symmetry. All have satisfactory knowledge of positional language. For example, in physical development, they understand *inside* and *outside*. Children playing in the sand tray had good understanding of *full*, *empty*, and *half full*.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Good teaching and learning quickly develop children's skills in information and communication technology.

## Commentary

50. Teaching and learning are good so pupils make good progress and many reach the goals expected of this area of learning. Children understand *now* and *then*. For example, when looking at photographs of themselves in christening clothes, they knew that they were *then* babies. They enjoy working with constructional toys, and their intricate models are prominently displayed in classrooms. In preparation for a floating and sinking experiment, they sketched designs for model boats. Their designs were original and varied, and the

choice of construction materials was appropriate for floating. All children have some understanding of the concepts of similarity and difference. In one activity, groups working closely with a teaching assistant compared the scale patterns of a mackerel and a sole. The teaching assistant asked good, open, questions to stimulate thinking. Foundation stage children have good computer skills, and are interested in many aspects of information and communication technology. They confidently manipulate the mouse, and select programs. Many programs are linked to other areas of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The outdoor garden and play space include all areas of learning.

#### **Commentary**

51. Teaching and learning are good. Most pupils reach the goals expected in this area of learning and they make good progress. In one of the many good lessons, children practised early football skills. With the inside and outside of the foot, they controlled balls of various sizes, and stopped a rolling ball by decisively putting a foot on it. The lesson had good pace. All children were continually active, and many were supported by individual coaching. All children have some understanding of a healthy life style. For example, they know the benefits of eating fruit. Organisation is good in the outdoor area. Outdoor resources are good, and are used imaginatively to improve provision in all areas of learning.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Creative afternoons are a major stimulus in this area of learning.

#### **Commentary**

52. Teaching and learning are good and most pupils make good progress and reach the goals expected of this area of learning. Children enjoy a wide range of art activities, using a variety of media. Their work is greatly valued, and prominently displayed. They have a good repertoire of songs. In a singing practice, they enjoyed preparing a performance for a subsequent whole-school assembly. The teacher reminded them about correct posture, and provided a guitar accompaniment, while a few children added bubbly sound effects replicating sea noises. Imaginative play is good. Children playing in a *lifeboat*, pretending to be on a rescue mission, knew the importance of wearing lifejackets. On one afternoon each week, teaching assistants lead a series of imaginatively themed creative activities. Good monitoring ensures that all children participate in all activities, including junk modelling, plaque making and creative work from collage.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The subject is well led and managed with very effective support from the headteacher.
- Pupils make good progress, many from a low point on entry.
- Teaching and learning are good although there is some inconsistency in how well teachers promote speaking and listening.
- Literacy is promoted well across the curriculum.
- Monitoring the progress of pupils in writing is exemplary.
- Assessment of speaking, listening and reading is not used as effectively as it is in writing.

#### Commentary

53. Many children enter the reception classes with well below average attainment in literacy, particularly in speaking and listening. By the time they leave Year 2, although standards are below average most groups of pupils have made good progress and most more able pupils have made the progress they ought. The very large number of pupils with learning difficulties and disabilities in the current Year 2 have made good progress because of very well planned provision, including much support for pupils with behavioural and emotional difficulties. The very small number of pupils for whom English is a second language make very good progress in speaking English, because the teachers ensure that they are given opportunities to speak and are questioned appropriately. Also, there is skilled support amongst the staff.
54. Standards of writing have improved steadily over recent years and this year are just below average. This is because the headteacher has targeted writing through the development of speaking and listening. Many teachers have good methods to encourage this, although there is some inconsistency in practice between classes. Another method that has been used to raise standards in writing is staff collectively assessing a piece of writing each term and using the assessment to set targets for pupils. These targets involve parents as well as the pupils, so all know what is needed to raise standards. The targets are referred to when teachers mark work. The books in which the assessments are recorded form an excellent record of progress. Methods of recording speaking, listening and reading have recently been reviewed and it is too early to judge how effective these are.
55. More able pupils express their ideas clearly and are beginning to say why they think as they do. A significant number of pupils have weak skills of speaking and listening, especially a few boys who have poor skills of concentration and listening and are easily distracted. This is why the headteacher has given this area a high priority. Many pupils enjoy reading and are beginning to say why they enjoy specific authors. Many are skilled at research and enjoy information books. More able pupils write extensively with good attention to presentation, a weakness in the last inspection. Most pupils can write in different styles, such as reports, lists, narrative and descriptive pieces.
56. Teaching and learning are good. Strengths in the teaching include good subject understanding and effective planning so that pupils progress in their understanding. Behaviour management is very effective so that pupils are enabled to listen and learn. The teaching assistants are skilled and knowledgeable and contribute effectively to classroom practice especially in supporting the pupils who have emotional difficulties who are at risk of disrupting the classroom. Teachers and assistants are generally skilled at asking questions that extend pupils' understanding, but in a few cases, the teacher tends to do all the talking so that pupils have little opportunity. In some of the classes, the teachers' love of teaching shows in an enthusiasm that fires the pupils. In other classes, the teachers value the opinions of pupils and respond in a way that takes the pupils' learning forward. This supports the development of speaking and listening.

57. The new subject manager has identified the strengths of the subject and where it needs to improve and has prepared a plan to make the provision even better. The headteacher has supported the subject very well, leading training and working with staff on the priority to raise standards in writing and speaking and listening.

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

58. The provision across the curriculum is good and most pupils apply their skills well, although a few are hampered by poor skills. Pupils respond well to the good opportunities to write books in science, one example being the diary of a caterpillar. In subjects such as science, history and geography, pupils are encouraged to record all they know about a topic before going on to research it. In design and technology, pupils are helped in written evaluation by a form that asks them pertinent questions. Skills of research are encouraged and many pupils are eager to seek out information, for example, about the *Titanic*.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Most pupils achieve well.
- Good teaching develops good learning.
- Pupils develop good attitudes to mathematics.
- Very good leadership is raising standards.
- There is a very good system for assessing and recording progress.

### **Commentary**

59. Pupils' standards when they enter the school are slightly below average. Across the school, achievement is good. The inspection findings are that the current Year 2 pupils are slightly below the national average, with a smaller proportion than nationally attaining at the higher level, Level 3. They have made satisfactory progress overall since they began in Year 1. There is a significant number who have learning difficulties in the current Year 2 and many of these are still at Level 1 or the lower end of Level 2. Some have severe behavioural problems and the need to manage these pupils has affected the amount of time that the teachers have been able to give other pupils in the classes, affecting the progress they have made. They have achieved satisfactorily, however, and in some aspects of mathematics, such as number, they have achieved well. Numeracy skills are slightly above average, but problem solving skills and handling of data have not developed as well. The pupils with learning and behavioural difficulties have made satisfactory progress. There are marginal differences between boys' and girls' attainment, but no more than is the case nationally.
60. Higher attaining pupils in Year 2 confidently add and subtract numbers in their heads, recognise and name shapes such as pentagon and hexagons and know their properties, and understand simple fractions. Middle ability pupils have secure numeracy skills and can use mathematics to solve simple problems. They can, with some adult help, use graphs to record and interpret data, such as the numbers of pupils in their class with four, five or six letters in their first names. Lower attainers have poorer numeracy skills than their peers. They lack confidence in mental mathematics and depend on adult support when solving simple problems.
61. Teaching to all year groups is good, and pupils respond well to this. Almost all are well-behaved and hard-working. Teachers plan their lessons well, so that there is a range of activities to interest pupils. The National Numeracy Strategy is firmly in place and has been adapted well to meet the needs of the pupils. The best lessons have a brisk pace and continually challenge pupils to achieve well. In a Year 2 lesson on data handling, the teacher

used questioning skilfully to extend the pupils' understanding of how they could use a graph to show the distribution of children's names according to the number of letters in each. The higher attainers were challenged well. There is a need for more work of this type that involves pupils in real problem solving activities to help pupils to develop further their capacity as independent learners.

62. Teachers plan the lessons so that the tasks set are not the same for all. Lower attaining pupils are given work that is appropriate for them, doing work that involves less mental mathematics, for example, and usually working with a teaching assistant in support. Teaching assistants, and additional volunteer helpers, provide very good support, helping pupils to achieve well. They are able to help children who are having difficulty quickly, so that they are not left waiting for help for long periods, doing little.
63. There is very good leadership and management of the subject. The systems for assessing and tracking progress are of a high quality. There are regular assessment tasks and in the best practice these include meaningful dialogue with the pupils to ascertain how much they understand and what strategies they can use for calculations. Considerable work is involved, but the result is a very useful database that allows teachers to track the progress that individual pupils are making and modify their planning to ensure that pupils develop their strengths and get extra practice in areas of weakness. There is regular monitoring of teaching and learning and this has helped to raise standards since the time of the last report.

### **Mathematics across the curriculum**

64. Pupils' competence in numeracy helps them to do well in all of the curriculum. Good use, for example, of numeracy in ICT (playing mathematical games) builds on numeracy skills learnt in mathematics lessons. In most classes, the teachers ask the class to help in the completion of the register and calculating the numbers who want school meals. In dance and music, pupils count beats and steps. In quiet periods, teachers use mathematical games, such as counting backwards in twos or fives to reinforce number skills. Pupils use measuring skills in design and technology, when making pizzas for example.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good so pupils achieve well.
- Resources are good, and are used effectively.
- Good opportunities to develop literacy extend pupils' skills of reading and writing.
- Leadership and management are good.

### **Commentary**

65. Over the past few years, pupils have made good progress and standards have been broadly average. This year, standards have dropped slightly because of the very large number of pupils with learning difficulties and disabilities. However, progress is still good and more able pupils have achieved the standards expected of them. Pupils with learning difficulties and disabilities achieve well because of the skilled support from their teachers and teaching assistants.
66. Most pupils have a good understanding of healthy and unhealthy foods. They develop an understanding of the idea of a fair test and understand how to set up an investigation, for example into forces. Through observation, pupils develop a good understanding of how living things grow, such as how a butterfly emerges from a pupa. Many use a good technical vocabulary to describe the process, using words such as cocoon and exoskeleton.



67. Teaching and learning are good. Many teachers are skilled at questioning pupils to encourage them to think; reflecting a school priority this year. In a good lesson with pupils in Year 2, the teacher's good questions and clear explanations developed pupils' knowledge well. In this lesson, pupils happily collaborated to define and list food groups. In a Year 1 classroom, live butterflies and very good displays of completed science work constantly remind pupils of previous learning. Pupils have written attractive diaries about the life cycle of a butterfly, that has supported development of literacy. Links with other areas of the curriculum, including information and communication technology and art and design, are good.
68. Teachers have good subject knowledge, and the curriculum is good overall. Assessment is satisfactory and is appropriately being developed further. Teachers question pupils to assess their understanding, and record some information about pupils' completion of learning objectives. Completed units of work are not systematically assessed, and no evidence is available to show that assessment is used to improve teaching and learning. Leadership and management are good. The science manager has good subject knowledge, and is aware of the strengths and weaknesses in teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for information and communication technology (ICT) is **good** and there has been a good improvement since the last inspection.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Leadership and management are good and work is monitored well.
- The attitudes and response of pupils are good, often very good.
- Teaching and learning are good.
- The range of resources is good and helps pupils to progress.

### **Commentary**

69. Pupils in Year 2 are attaining in line with national expectations. Subject guidance is well planned and the school has the necessary resources to support pupils' learning. The school has a digital camera, computers in most classrooms and a small bank of computers in the library. The pupils are familiar with the functions of the keyboard and mouse and use them confidently. Skills develop at a good pace as pupils move through the school and all pupils, including those with learning difficulties and disabilities, the more able and both boys and girls, achieve well.
70. Pupils have learned how to open programs and type instructions into the computers. By the end of Year 2, the large majority can write using a computer, highlight text, delete parts that they do not want and change the font. They can record data and present it in the form of a graph. Pupils are able to use art programs in order to draw and paint electronically. Many are able to work independently and collaborate well in pair work.
71. Teaching is good overall with well planned lessons, good individual support given to pupils and tasks that are challenging. Pupils are managed well, often by teaching assistants, and attitudes and behaviour are good. There is good improvement since the last report. The leadership and management are good and the subject leader, along with the very effective ICT technician, has a clear vision of the future development of the subject in the school. There is good subject guidance to support all teachers and advanced plans for new assessment procedures that are aimed to identify pupils' strengths and weaknesses more readily.

## Information and communication technology across the curriculum

72. The use of ICT in other subjects is good. In subjects such as design and technology and art and design, ICT is used well. Pupils label their pictures and diagrams using computer programs. They can modify pictures and incorporate text when designing Christmas cards. There is good use of ICT for research and older pupils make presentations on the local environment using computer imagery. English makes good use of ICT for word processing, which helps to develop pupils' drafting skills as well as improving the presentation of their work. ICT skills are used effectively in history, for reference and for finding information.

## HUMANITIES

73. It is not possible to make an overall judgment about **geography** as no lessons were seen. An analysis of pupils' work and discussion with pupils in Year 2 indicate that standards are close to national expectations. Standards have been sustained since the previous inspection. The subject manager has a clear overview of the strengths and weaknesses in the subject. She does not monitor lessons, but does monitor pupils' work.
74. Pupils in Year 1 have some understanding of maps and globes. With support from their teacher they plotted the route from their school to their local church. They understand that a key on a map is an important feature. Pupils in Year 2 have visited a local navy site to evaluate its use for picnics. They decided that the site would be improved if there were clear rules for all visitors. Very good links with ICT were made in this topic when the teacher supported them to show their findings in a PowerPoint presentation. A good display in the school hall of a world map and a large globe plots the many countries that the school's toy bear visits during the course of the school year. Year 2 pupils know the location of Tenerife, Kenya and the Ascension Islands.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- The subject is well led and managed.
- Pupils make good progress because they enjoy the subject.
- Teaching, learning and assessment are good.
- Pupils use their skills of literacy well and there are good opportunities to develop them.

### Commentary

75. Standards in history are broadly average at the end of Year 2 and pupils make good progress. Many develop a good understanding of chronology; for example, one boy spoke of his great grandmother having been on the *Titanic*. The teacher quickly seized upon this as a good opportunity to ask for artefacts. Many are developing historical skills of enquiry and they have a good understanding of events that happened in the past. More able pupils are challenged by questions and activities that encourage them to extend their knowledge skills and understanding. Pupils with learning difficulties and disabilities are well supported so they make good progress. Boys generally progress well as they relish the opportunity to do research. Work is well presented. Pupils have made attractive books about the *Titanic* and their findings from research. There are many opportunities to develop skills of literacy through research, book making and discussion, so pupils extend their skills well.
76. Teaching and learning in history are good. Pupils in Year 1 develop an interest in time lines as their work on them are prominently displayed. Effective questions prompt research, for example, questions about the first moon landing. In a lesson on the *Titanic*, the teacher deliberately encouraged intellectual disagreement to involve boys and girls in wanting to find

out if they were correct. This also helped to develop skills of numeracy when there was a fierce discussion about how long ago the *Titanic* sank.

77. The subject is well led and managed. The manager monitors the quality of the provision and has introduced a good assessment system that involves discussions with pupils then noting their responses. This starts in the reception classes so a good record of progress is starting to build up. The headteacher ensures that her managers attend relevant training, which is supporting the good provision in the subject. There has been good improvement since the last inspection when provision and progress were found to be satisfactory.

## Religious education

The provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- The subject contributes well to spiritual, moral, social and cultural development.

### Commentary

78. The school follows the locally agreed syllabus for religious education, but the syllabus is in transition. Many changes are in process, and teachers are receiving training to develop their knowledge of eastern religions. Some links are established with a mosque, ahead of the introduction of Islamic topics. At the time of the inspection, pupils in all year groups had learned something of Christianity and Judaism.
79. Analysis of written work indicates that pupils in Year 2 have learned the story of the Creation. High attaining pupils have written extensively about it. In discussion, pupils of all abilities knew that God created the sun and moon in the heavens, and grass and trees on earth. They knew that the first humans on earth were Adam and Eve. They knew that the Bible is a special book read by Christians.
80. A member of the Jewish community regularly visits the school to discuss Jewish customs and festivals with all pupils. However, pupils in Year 2 remembered very little of their learning about these topics. They recalled making '*something that Jewish people wear*' when praying. A high attaining pupil suggested that the name of the artefact '*might have started with a T*'. When the word *tallith*, was suggested, they all remembered some details of the garment.
81. All pupils have a good sense of right and wrong. For example, they know that they must not pick the many attractive flowers in the school grounds. Assemblies contribute well to pupils' spiritual, moral, social and cultural development. In an achievement assembly, pupils nominated fellow pupils for awards for effort and co-operation. Many pupils with learning difficulties and disabilities proudly received awards, and were warmly applauded.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. The overall provision for the creative subjects, art, music and physical education including dance, is very good throughout the school. A particular feature is the weekly 'creative afternoon', when the teachers, teaching assistants and volunteer adult helpers combine their skills to provide a wide range of activities, including dance, sculpture, football training, cookery and plant-pot decorating for whole year groups, divided into small groups of pupils. The pupils gain a great deal from the very wide range of creative possibilities that they can choose from and they respond very well indeed.

83. No lessons in **design and technology** were seen to be able to make an overall judgement about provision, but analysis of pupils' completed work indicates that standards are close to national expectations which indicates that pupils achieve well. Standards have improved since the previous inspection. The experienced subject manager has improved the policy for teaching and learning. She has successfully written schemes of work for all year groups, to include clear learning objectives, extension activities and assessments of completed units of work. She does not monitor lessons, but does monitor the standards of children's work. She keeps a portfolio of work to show progress over time.
84. In a series of linked lessons, pupils in Year 2 agreed criteria for efficient sun hats, then designed and made the hats. They decided that any sun hat should fit comfortably, while shading the face and protecting the neck. They assessed the suitability of a variety of fabrics, and some joining materials. Good links were made with mathematics when they carefully transcribed their head measurement to fabric. Completed hats were attractive, of various styles, and of high standard, and all fulfilled the criteria.
85. As only one **music** lesson was seen, a judgment about overall provision cannot be made securely. However, discussion with pupils shows that they achieve well and attainment is average by the end of Year 2. Pupils sing well, keeping in tune and in time with the music. They have a good sense of the dynamics of music when singing and can moderate their volume to produce quiet sounds when it is appropriate and to sing loudly and harmoniously. They handle instruments with care and many provide a suitable accompaniment to instrumental music or singing using untuned percussion instruments. Many in Year 2 learn to play the recorder and have represented the school well in local concerts. They listen with care and appreciation to music played to them, either live or from CDs. Pupils speak of the visit of a brass ensemble and how much they enjoyed listening to them play a wide range of music. They remember many of the facts that they were taught about brass instruments. Achievement is good for all pupils, including the musically gifted and those with learning difficulties.
86. It was not possible to observe enough teaching to make a secure judgement on its quality. Pupils enjoy music, especially singing, and have very positive attitudes towards the subject. Discussion with them suggests that they learn well. The subject guidance for music is detailed and contains a great deal of guidance and structure to support all teachers. There are good resources for music, including a good range of instruments and a classroom that is available for music lessons. Good opportunities are also provided in assemblies for listening to music and teachers make a point of explaining some aspect of the music that is being played to encourage and help pupils to understand and appreciate it.
87. The subject leader is enthusiastic about her subject and has called in external help to aid her in raising standards. Teachers value the advice that she offers them and some monitoring systems are in place. She has correctly identified assessment and recording as the next area for development. Her leadership and management of the subject are good and there has been good improvement since the last report.

## **Art and Design**

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

## **Main strengths and weaknesses**

- Good teaching and learning lead to good achievement.
- The use of display celebrates achievement.
- The work of great artists is used well to develop pupils' understanding and appreciation of art, as well as developing their range of skills.

## Commentary

88. Attainment at the end of Year 2 is above the national average. Both boys and girls, as well as pupils with learning difficulties and disabilities and those for whom English is an additional language, achieve well. Work on display and in sketch books shows attention to detail and good development of skills. There is a good emphasis on direct observational drawing, especially of plants, and a good range of media is used, including collage, pastels, paint, pencil, papier mache and printing. The sketch books are used well and they clearly illustrate the progress that pupils make.
89. Achievement is good, from all pupils, because they enjoy the opportunities that art presents for expression and creativity, as well as responding well to the good teaching. They respond well to the work of great artists such as Van Gogh and study the ways in which he uses brush strokes to create his effects. They emulate his style well, producing their own versions of 'Starry Night' that have similar swirls and whirls of colour. In their work on the *Titanic* Year 2 pupils have created good detailed pictures of the doomed ship using pastels, with good attention to detail and colour. They also made clay models of the ship that are of a good standard. Elsewhere there is evidence of good art made from found materials, shells and collage.
90. Teaching and learning are both good. The teachers' expertise and enthusiasm are clear, and they aim to progressively develop pupils' skills, experience and expertise. Planning and preparation of lessons are good and teachers make very good use of a wide range of media and resources. There is a need for a more comprehensive assessment system, which includes pupil self-assessment.
91. Leadership and management are good. The curriculum is well planned and includes detailed subject guidance. The sketch books are monitored to assess the quality of work and coverage of the scheme of work from class to class. There is good use of ICT in art, with many examples of paint programs being used throughout the school. Display is used well to celebrate success. Progress since the last inspection has been good.

## Physical Education

Provision in physical education is **good**.

### Main strengths and weaknesses

- Teaching is good and leads to good achievement.
- Generally good behaviour, attitudes and relationships help to create a good ethos for learning.
- There is good accommodation for physical education lessons and the resources are of a good quality.
- There is a need to develop assessment systems to record the progress made by pupils of different abilities and plan appropriate work.

## Commentary

92. Pupils achieve well and standards in Year 2 are close to average. Boys and girls, as well as pupils with learning difficulties and disabilities and those for whom English is an additional language, make good progress in developing their physical skills. More able pupils can catch and throw a ball accurately, dance in time to music, run well and play as part of a team, following the rules of games carefully. Mid attainers co-operate well with a partner in activities, have good balance and control of their bodies and a sound awareness of the space around them. Lower attaining pupils find it difficult to judge the correct amount of force to use when throwing and rarely catch a ball successfully. They can be clumsy in their movements and some, with behavioural difficulties, find it difficult to work with a partner.

93. It was not possible to observe many lessons, but in those observed the teaching was good. Secure subject knowledge enables teachers to coach pupils confidently and they plan a good variety of activities that motivate and constantly challenge pupils. Relationships are good. Most pupils work well together, when raising and lowering the 'parachute' in unison and are confident enough to show their work to others. Teachers demonstrate effectively, in dance lessons for example, and use pupils well to illustrate teaching points. Lessons have a clear focus and proceed at a good pace, so that much is covered and pupils get healthy exercise as well as learning quickly. Assessment needs further development, as does its use. There is a need for more planning of work for pupils at different attainment levels.
94. Leadership and management of the subject are good. There is a comprehensive scheme of work that gives good guidance to teachers. The facilities are good, with a large playing field, a good hard play area and a large hall. The resources are of good quality and this helps pupils to achieve well. Experienced and qualified coaches are used wherever possible and there is good provision for teaching swimming in Year 2. There has been good improvement since the last inspection.

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

95. Only one lesson was observed so it is not possible to give an overall judgment about provision. The subject is taught both through other subjects and as a separate subject. The school rightly places a huge emphasis on it because of the emotional needs of a significant number of pupils. Resources include the support of an emotional literacy teacher who works with small groups of pupils, encouraging them to talk about their feelings and to make good choices about their learning. The use of games and plenty of discussion supports good progress. One group responded in a very mature way and a boy who refused to take part at the end said he had not made a good choice as he was bored under the table where he had elected to pass the session. In another session with a Year 2 class, pupils were encouraged to shake hands and engage eye contact as part of teaching about making friends. The pupils responded very well. The lesson also gave very good opportunities to develop skills of listening.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
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).*