

INSPECTION REPORT

GRAYSWOOD CE VA INFANT SCHOOL

Grayswood nr Haslemere

LEA area: Surrey

Unique reference number: 125245

Headteacher: Ms A Bristowe

Lead inspector: Ms S Billington

Dates of inspection: 23 – 24 June 2004

Inspection number: 269888

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

© Crown copyright 2004

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:	Voluntary Aided
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
Number on roll:	69
School address:	Lower Road Grayswood Haslemere Surrey
Postcode:	GU27 2DR
Telephone number:	01428 642 086
Fax number:	01428 642 922
Appropriate authority:	Governing body
Name of chair of governors:	Mrs D Brett
Date of previous inspection:	3 November 1997

CHARACTERISTICS OF THE SCHOOL

This is a small infant school with three classes, each catering for a single age group. The number of boys and girls is roughly equal. There are a small number of children from minority ethnic groups; all children use English as their first language.

The proportion of children with special educational needs is below average. One child has a statement of special educational needs. Most of these children have specific learning difficulties.

The school serves an advantaged area. Children starting school generally have skills that are above average.

A new head took up post in September 2003 and there have been several changes of teaching staff over the past two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4343	Ms S Billington	Lead inspector	English Science Information and communication technology Art and design Design and technology Special educational needs English as an additional language
11096	Ms M Davie	Lay inspector	
25019	Ms D Butterworth	Team inspector	Foundation Stage Mathematics Geography History Music Physical education

The inspection contractor was:

Wessex Education Limited

3 Greenacres
Puddletown
Dorchester
Dorset
DT2 8GF

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).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	22

PART A: SUMMARY OF THE REPORT

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well and standards overall are well above the national average.

Main strengths and weaknesses

- Children in the reception year achieve well, particularly in literacy, numeracy and knowledge and understanding of the world
- By the end of year 2, standards in English and mathematics are well above average
- Standards in science are good, but in ICT they are below expectations
- Pupils with special educational needs make good progress

Commentary

1. Children in the reception year get off to a good start and by the time they move to year 1, the majority exceeds the expected levels in all areas of learning. Many have a particularly good base of skills in literacy as a result of a structured programme for teaching letter sounds and recognition of commonly used words. Numeracy skills are well established and many children are working in the early stages of the national curriculum. Children's knowledge and understanding of the world is very good because of the well planned range of first-hand practical experiences.
2. In years 1 and 2, pupils continue to make good progress in English and mathematics. The school has a strong track record in national tests with results consistently well above the national average. Pupils do particularly well in mathematics, with the proportion attaining higher levels in the tests being around double the national average. The performance of boys and girls in mathematics tests has been broadly similar over the past three years but, compared to the national picture, boys have done better than girls in reading and writing. During this year, the school has had a strong focus on raising the proportion of pupils attaining higher levels in reading and writing and has implemented some successful strategies to achieve this aim. The inspection found standards in all aspects of English and mathematics to be well above average overall. However, in years 1 and 2 there is a small group of pupils who are not attaining average levels in English; most are boys. The school has identified this group as needing particular support, especially with writing.

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

Standards in:	School results	National results
reading	17.3 (17.8)	15.7 (15.8)
writing	16.3 (15.9)	14.6 (14.4)
mathematics	18.7 (18.1)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year

3. In science, standards are above average and pupils have good knowledge of key scientific facts. They make good use of their literacy and numeracy skills to record their observations and organise information about the areas that they study. In ICT, limited experience means that year 2 pupils are not attaining expected levels. Specialist support, a programme of in-service training for teachers and the upgrading of equipment are leading to improvements but there is still some

way to go before skills are up to expected standards and ICT is used effectively as a tool for learning. Because of limited evidence, it was not possible to judge standards in other subjects.

4. Pupils with special educational needs benefit from good support and make good progress when they are working in small groups with teaching assistants. Work is focused on the targets in their individual education plans (IEPs) and careful track is kept of their progress. Just occasionally in whole class lessons, approaches need to be further modified to ensure that these pupils understand key teaching points and are fully involved in introductory sessions.

Pupils' attitudes, values and other personal qualities

This aspect has improved since the last inspection. Pupils' attitudes and behaviour are good and make a positive contribution to their achievements. Their personal qualities, including spiritual, moral, social and cultural development are good. Attendance levels are very high.

Main strengths and weaknesses

- Pupils work hard in lessons and their attitudes are good overall, although they occasionally lose concentration when lessons are not interesting or challenging
- Provision for personal development is good
- Attendance rates are very high

Commentary

5. Pupils are keen to learn. When teaching is interesting and tasks are challenging they work hard and are well motivated. For example, year 2 pupils learning how to turn a word problem into a mathematical sum made good progress in their lesson because they found the introduction stimulating and the work was well matched to their individual abilities. Just occasionally, when these good elements of teaching are not present and teachers do not ensure they have the full attention of pupils, they lose concentration and learning is restricted.
6. Pupils' personal development is good. Regular opportunities for personal and social education, including circle time, where pupils are given the opportunity to discuss their own thoughts and feelings, are having a positive effect on their development. The school recognises that some pupils find it difficult to listen to the views of others without interrupting and making their own opinions known. Some teachers are beginning to address this issue by focusing on developing pupils' listening skills through paired and group work. However, in some lessons opportunities are missed to work on this aspect of pupils' development.
7. The school's Christian ethos makes a good contribution to pupils' development. Prayers are said regularly and pupils visit the local church often. The local vicar leads assemblies on a regular basis and has recently visited to discuss what it means to be a Christian. In religious education (RE) pupils learn about other world religions and celebrate festivals such as Hanukah and Eid. The celebration of achievements in weekly assemblies, to which parents are invited, raises pupils' self-esteem. Children are recognised not only for hard work, but also for personal qualities, such as kindness and thoughtfulness, and also for successes outside of school, for example, in dance and music lessons.
8. There has been good improvement to the way pupils are taught about cultural diversity since the time of the last inspection. They follow Barnaby Bear's travels around the world and a former pupil, who now works for an airline, informs year 2 pupils about life in other countries. Through a link with a local trust, pupils support a child in India and this is helping them to gain an understanding of caring for, and helping, others who are less well off than themselves.
9. Attendance rates are very high when compared to the national average. This is attributable to a high commitment from parents to their child's education and clear systems of communication

between home and school. This high level of attendance makes a positive contribution to pupils' learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.4
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are good. This is a key improvement since the last inspection. New assessment arrangements are good and contribute to the good quality of teaching.

Main strengths and weaknesses

- Teaching assistants make a good contribution to learning
- Pupils in year 2 are well motivated by interesting teaching and tasks are well suited to their needs and interests
- Planning is good, but in some lessons more could be done to involve pupils and engage their interest
- Good information from assessments is well used to accelerate pupils' progress

Commentary

10. Good teaching enables pupils to make good gains in their learning and achieve well. This is a significant improvement since the last inspection when a high proportion of lessons in years 1 and 2 were unsatisfactory. Teaching meets the needs of the vast majority of pupils and ensures equality of opportunity. The quality of teaching in both English and mathematics is good and this is a key factor in the high standards attained.
11. The teachers and support staff in the reception class work very effectively as a team to develop and extend learning. For example, the teaching of counting skills in a session led by the teacher was further developed in a productive discussion with the teaching assistant when children created and made their own imaginary minibeads. They were counting legs, wings and eyes and talking about the shape of particular features. In lessons in years 1 and 2, teaching assistants give good support to pupils with special educational needs, repeating teachers' explanations and instructions if necessary and encouraging pupils to complete their tasks.
12. The challenging and interesting teaching in year 2 is a key factor in the pupils' good achievement. For example, in a good history lesson, pupils used interesting photographs to construct a timeline showing changes in the style of seaside holidays. In response to good questions from the teacher, they used their enquiry and communication skills to offer reasons for their decisions. This was particularly relevant for them on the day before their visit to Southsea.
13. Lessons are planned clearly and pupils are usually told what they are going to learn. Planning for the reception class shows an imaginative application of the curriculum and children take every opportunity to become involved in the interesting activities. In some lessons in years 1 and 2, not enough is done to involve pupils in introductory sessions. As a result, the quality of learning is diminished, and occasional squabbles interrupt the lesson. Lower attaining pupils, in particular,

are not given time to discuss in groups or encouraged to use resources such as jotters or boards so that they can develop their ideas and make relevant notes.

14. There are good procedures in place for measuring and recording how well pupils are learning in lessons and what they need to learn next. Teachers use these assessments well, particularly in English and mathematics, to set appropriate targets. As a result, progress is often rapid because pupils know what they need to do in order to improve.

Summary of teaching observed during the inspection in 12 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	9	3	0	0	0

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

The curriculum

The overall quality of the curriculum is good. Good extra curricular provision enriches the experience of pupils, as do special events, visits and visitors. The range and quality of learning resources are good, as is the accommodation, which has been significantly improved since the last inspection.

Main strengths and weaknesses

- A good range of extra activities extends pupils' learning and contributes well to their personal development
- The links between subjects help to extend pupils' literacy and numeracy skills, but use of ICT is underdeveloped
- Provision for pupils with special educational needs is good
- Curriculum planning in the reception year is very good

Commentary

15. The curriculum is enriched by a range of activities both within and beyond the school day. There is good attendance at clubs which include football, choir, recorders and French. All pupils have the opportunity to go on educational visits to extend their learning. For example, pupils in year 1 visited a transport museum in connection with their work in history. The local area is well used for the teaching of geography. Visitors come into school to talk to children about life in the past and share their experiences, for example of their own school days. Events such as book week enrich learning and promote interest in literature.

16. The school is developing some logical links between subjects. Geography and history are combined effectively in topics such as 'the seaside'. Pupils are encouraged to make good use of their English and mathematical skills to present information, for example, about the number of cars using the nearby roads. However, staff are frustrated in their efforts to use ICT to support learning across the curriculum because equipment regularly breaks down and they have to wait for technical support. At the time of the inspection, the school was waiting for the installation of new computers. Pupils' skills in this subject remain underdeveloped.

17. Support for pupils with special educational needs is well organised to enable them to participate in all aspects of the curriculum. Individual education plans (IEPs) have clear information so that teachers and teaching assistants can use specific strategies to help children towards their targets. Teaching assistants monitor pupils' progress closely and contribute to reviews and the setting of new targets. There is good liaison with outside agencies and the school makes good use of available advice and expertise to focus support for individual pupils.

18. In the reception year, teachers' imaginative planning effectively links areas of learning together to provide a very good range of interesting and exciting activities; these keep the children absorbed in their learning. The secure outdoor area is now well used as an extension to the classroom, as is the local environment. Children learn well through formal sessions which develop their literacy and mathematical skills and also through independent learning and exploratory play.

Care, guidance and support

This remains a positive aspect of the school and care for pupils is good. The guidance they are given as a result of checks on their progress is good. Their views and opinions are regularly sought and valued.

Main strengths and weaknesses

- Good attention is paid to health and safety and pupils' medical needs, but there are some gaps in training in child protection procedures
- Pupils are well known and they have trusting relationships with the staff
- Arrangements to help children settle when they first start school are good, but a significant minority of parents are not satisfied with them

Commentary

19. Good steps are taken to ensure that pupils work in a safe environment. Regular health and safety inspections are carried out and equipment is checked to ensure that everything is in good working order. A good number of staff is qualified to administer first aid and mishaps are reported to parents. The building and site are well cared for and present a stimulating and appealing place to learn. The headteacher has had recent training in child protection procedures and is soon to attend more. However, some of the lunchtime supervisors have not been trained and this is a weakness.

20. The small size of the school means that staff know all the pupils individually and are very aware of their personal needs. A good start has been made in setting individual targets to help pupils make as much progress in lessons as they should, for example, all now have suitable literacy targets. Pupils respond well to the friendly, positive manner of staff and this makes them feel safe and confident and has a good impact on their learning. These good relationships ensure that pupils have the confidence to express their views honestly and are therefore able to make positive contributions to the life of the school. Recently their views have been sought about how they would like to develop the school grounds. Pupils with special educational needs are well catered for and their contributions are valued.

21. Good arrangements are made to ensure that children starting in the reception class are happy and well settled. Parents are invited to a meeting and the children attend two sessions during the term before they start school. Entry is staggered to ensure that children are not overwhelmed at the beginning and they then attend either full or part time according to their own individual needs. When a group who attend the neighbouring nursery visited during the inspection, staff prepared for them very well in order to quickly make them feel comfortable. The friendly and kind way the children were treated soon gave them the confidence to have a go at the wide range of activities that was available for them, for example, watching the live snails, reading books or using the computers. However, a significant minority of parents who responded to the inspection questionnaire are not happy with the induction arrangements. It was not possible to establish any particular reason for this, but the school is going to investigate the issue further in order to make improvements if necessary.

Partnership with parents, other schools and the community

This is a strength of the school. As at the time of the last inspection links with parents and the local community are very good. Links with other schools are satisfactory.

Main strengths and weaknesses

- Parents are very supportive of the school and their views are valued
- The school plays a significant role in the community
- Parents are pleased with the information they get, however, some of it is not complete

Commentary

22. Parents are highly committed to their children's education. This is evident in the very good support they give to the school, through helping with homework, attending meetings and assemblies and forming 'working parties' to get things done. The school association has been instrumental in supporting the building programme to provide the new hall and offices through organising activities such as the sponsored walk, which has been a fixture on the school calendar for the past twenty years.
23. Links with the local community are very strong. Visits to the church to celebrate festivals such as Christingle are an important aspect of school life. Pupils sing at the Haselmere Festival and have performed in the village hall. The forthcoming arts week will bring together many members of the local community to broaden pupils' experiences and improve their skills in art. Links with the local nursery group are very close and help children make a smooth transition to formal education.
24. When the school recently surveyed parental views, it was found that they wanted to know more about what their children were learning; as a result they now get termly topic information in addition to regular newsletters. There are three opportunities for them to speak formally with their child's teacher about how well they are doing and they say they feel very comfortable about approaching the school with any worries or concerns.
25. Annual reports on pupils' progress are satisfactory, but targets for improvement are not always clearly enough linked to weaknesses mentioned within subjects. For example, in the report of a pupil whose handwriting was noted as not yet correctly formed, there was no target linked to working on handwriting. The governors' annual report is informative but is missing some required information such as attendance rates and the impact of in-service training on teaching and learning. Whilst the prospectus contains all of the required information, some of it is not accurate, for example, the name of the headteacher has not been updated.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. Governance is good and the school is well managed.

Main strengths and weaknesses

- The head has a strong commitment to building on the school's success
- Key co-ordinators provide good leadership
- Governors are well organised to fulfil their key responsibilities, but have no strategic plan for financial management
- Good management systems are being put in place to strengthen arrangements for checking how well the school is doing

Commentary

26. The headteacher has a clear sense of purpose and has put in place some important systems to further improve the school. Good links are being made between the information gained from the school's own self-evaluation and planning for school improvement. For example, the need to increase the proportion of pupils attaining higher levels in reading and writing tests led to the implementation of some new approaches to teaching specific skills, supported by new resources. A clear action plan has guided this initiative with specific targets for pupils' performance in tests. The need to improve provision for, and achievement in, ICT is a key priority that is being effectively led by the headteacher.
27. Staff work well as a team and subject co-ordinators fulfil their responsibilities effectively. Changes to the organisation in the reception year have been well planned to enhance curriculum provision and extend opportunities for learning, particularly through improving the outside area. English and mathematics are well managed and co-ordinators for these subjects have a good overview of what is working well and areas that might be further improved. Provision for special educational needs is well managed and teaching assistants are well deployed to support individuals and small groups of pupils. Specific programmes to improve pupils' skills are proving effective and teaching assistants are well trained for the roles that they fulfil.
28. Governors are well informed and have a good level of involvement in planning for, and checking up on, school improvement. Their statutory responsibilities are largely met, although there are some gaps in the information provided for parents. Expenditure is carefully planned and monitored and initiatives in the school improvement plan are costed. However, until recently, a proportion of the budget was being carried forward as a 'cushion' against possible falling rolls. This has been reduced, in part by paying for improvements to the accommodation. However, there is still an above average carry forward in this year's budget and there is no strategic plan for the use of the funding.
29. Management systems have been improved this year to provide more information on pupils' attainment and achievement. The head has rightly identified the need for more rigour in tracking progress and demonstrating that the school is successful in ensuring good achievement for all pupils.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	251,536
Total expenditure	234,907
Expenditure per pupil	3,404

Balances (£)	
Balance from previous year	25,294
Balance carried forward to the next	23,658

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the reception class part time in the September term in the academic year in which they are five, and all attend full time later in that term. By the end of the reception year, the majority of the children are well equipped to work within the national curriculum in year 1.

Teaching and learning are good overall and children are achieving well. Good teaching was seen in communication, language and literacy and mathematical development. Imaginative lesson planning reflects national curriculum guidance and is of high quality. Effective learning opportunities are provided in communication, language and literacy, mathematical development and most aspects of knowledge and understanding of the world. The manageable records of children's development in each area of learning provide secure information to plan the next steps in learning.

Good leadership and very good management gives children a good start to their education. The learning environment is well managed and designed to support the independence of the children. There is very good teamwork which supports a good range of opportunities for the children to work independently and make decisions for themselves. The school has developed the outside area well since the last inspection and has improved the scope of activities available to the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are good opportunities for independent learning
- All staff are committed to providing a happy and secure environment

Commentary

30. All of the adults know the children very well and provide good role models; teaching is good. Both boys and girls focus well on tasks set by their teachers and on activities that they chose for themselves. School routines are well established and good behaviour is expected, however, a few children sometimes find it difficult to conform to teachers' expectations and this disrupts the harmonious relationships. The majority of the children are on course to reach the early learning goals*, and to exceed these in many aspects of their personal development. However, some are still learning to consider the needs of others and to take turns, particularly in whole class lessons.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Early reading and writing skills are taught systematically and effectively
- Children speak confidently and fluently, but sometimes call out at inappropriate times in whole class activities
- The vast majority of children make good progress in literacy; for lower attaining children progress is satisfactory rather than good

* The early learning goals outline the levels that children are expected to attain in each area of learning at the end of the reception year

- Children are interested in books and are enthusiastic about reading

Commentary

31. Teaching is good and children are confident in communicating with adults and with each other. When small groups of children work with the adults, they are engaged in well planned activities which develop their vocabulary and they can explain what they are doing and why. The majority of children listen well to adults and each other, but there are occasions when a small number of children persist in calling out when the teacher is talking to the whole class and this slows the pace of the lesson.
32. The work seen indicates that, by the time they leave reception, most children are likely to exceed the expected levels. Almost all understand that print is used to convey meaning and, for example, write short letters to the giant apologising for stealing his hen, or write in the role of Goldilocks saying sorry for breaking the chairs. However, the few lower attaining children make slower progress and after a year in school are still struggle to form recognisable letters independently and are still copying or tracing their names with help from adults.
33. Children are making good progress in learning letter sounds. The teachers have high expectations in this area and this enables children to make good progress with their early reading and writing skills. They show great enthusiasm for reading stories and finding information from library books and parents have good opportunities to share books at home.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Good teaching ensures that children achieve well
- Practical activities are used well to reinforce learning

Commentary

34. Children achieve well in mathematics, due to the good teaching. Their skills in this area are also used as an integral part of other activities inside and outside the classroom. Adults make good use of incidental opportunities to reinforce learning in mathematics, such as calculating how many children are away and describing the shapes used when creating minbeasts in paint and fabric. The children count confidently beyond twenty and count in tens up to a hundred. The majority of the children calculate by adding two numbers to make ten and the highest attainers can also subtract. The teachers' expectations are high and many children are already exceeding the early learning goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Well planned activities extend children's knowledge of the world around
- The learning environment, both inside and out, attracts children's interest and curiosity

Commentary

35. Children are encouraged to observe carefully in all activities and teachers use questions well to elicit responses, for example, when predicting what might happen on the nature walk in the

woods. During this activity, children's knowledge was extended as they were prompted to talk about the effect that the rain might have on their quest to find minibeasts. They searched a variety of possible habitats and talked excitedly about their finds. Children know the names of many insects and their features; good questions from the adults reminded them of the need to replace logs to conserve the environment and protect the creatures. This activity was followed up well on the next day, by making hand lenses and reference books available when children were observing the behaviour of snails in a tank.

36. Children show a keen interest in the two computers in the classroom, taking turns sensibly, watching others using the programs and talking about their work. However, the computers are not reliable and this hampers children's development in this area.
37. The good curriculum and teaching ensures that children are on course to reach, and in many cases exceed, the early learning goals. They have a particularly good base of skills in early aspects of science.

PHYSICAL DEVELOPMENT

38. It was not possible to make a judgement about provision for this area of learning. The work seen was satisfactory, and children have regular access to the school hall, outside area and outdoor 'trim trail'. The resources are good with a range of toys, climbing equipment and creative outside play. The children particularly enjoyed making leaf mobiles outside and working together to build a den for the 'animals' to shelter in.

CREATIVE DEVELOPMENT

39. It was not possible to make judgements about this area of learning. The work seen was good and children experience a wide range of activities, including painting, collage and weaving. The area for creative role play is well-resourced and children make lists of jobs to do in their roles as 'Percy the park keeper' and his friends. There is an area for them to create and make their own music; 'storm music' was very popular following the story of Percy clearing up after the storm.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are high, particularly in speaking and reading
- Planning and assessment arrangements are good
- Good leadership is bringing further improvements

Commentary

40. Standards are well above average in all aspects of the subject. Speaking skills are very well developed; the majority of year 2 pupils use a wide vocabulary and talk with assurance in a range of contexts. They usually listen carefully and make suitable responses, although occasionally they do not take account of what others are saying because they are over-anxious to push forward their own ideas. Pupils learn to read accurately and with good understanding. They use their skills to find information in non-fiction books and express preferences for particular authors or styles of writing. In written work, most pupils use a range of descriptive vocabulary and produce structured accounts with good detail. Higher attaining pupils use dialogue and a variety of punctuation to enliven their work and engage the reader. Handwriting is generally legible and

joined and attempts at spellings are plausible. However, some competent writers mis-spell commonly used words such as 'were' and teachers do not always pick up these errors.

41. Teaching is good and has improved significantly since the last inspection. Guidance from the national literacy strategy is used well as a basis for planning. Teaching is guided by clear objectives for learning and high expectations of what pupils might achieve. Good use is generally made of resources such as 'big books' to demonstrate teaching points but occasionally better strategies could be used to involve more pupils in introductions to lessons. Teachers ask questions and get responses from individuals, but miss opportunities to use 'talking partners' or resources such as small whiteboards to encourage all pupils to discuss and note their ideas. Assessment arrangements, introduced this year, track pupils' acquisition of skills and are used well to set targets for the next step in their learning.
42. Leadership and management are good. Analysis of test results in 2003 identified a need for more work on comprehension skills, specific work has been focused on this and standards have improved as a result. Resources have been extended and the co-ordinator has identified some further improvements needed, including extending the use of the library to improve pupils' independent research skills.

Language and literacy across the curriculum

43. Good use is made of pupils' good skills in English to support learning in a range of subjects. In history, for example, pupils note key facts about famous figures such as Florence Nightingale. In science, they make notes of their observations and categorise information, for example, about different food groups, often including good detail. Work in religious education includes explanations of parables and some good reflective writing, for instance, about how a Muslim might feel while fasting during Ramadam. There is limited opportunity for pupils to carry out research and synthesise information from a range of sources such as reference books and the Internet.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning across the school are good
- Pupils achieve well and make good use of their knowledge of number
- The subject is well led and managed

Commentary

44. Pupils start year 1 with above average attainment and by the end of year 2, standards are well above average. This indicates good progress and improvements since the last inspection. These improvements are due to the good teaching of mathematical ideas and language so that pupils are able to read and understand tasks set and solve problems. By the end of year 2, pupils have a good understanding of the 2, 3, 4, 5 and 10 times tables and use their knowledge and associated division facts to solve problems. They confidently explain their thinking and their answers. They add three two-digit numbers together accurately, using a variety of methods, and are already working with numbers beyond 100. Pupils with special educational needs also make good progress, often as a result of the good support provided by teaching assistants.
45. Planning for lessons is thorough and effective. The learning intentions are clear and usually shared with the pupils. Teachers have high expectations, pupils are managed well and motivated to work hard. The tasks set are purposeful and well matched to the needs and abilities of the pupils. A strong feature of the lessons seen was the good attention given to the learning and

recording of number facts. The pupils responded enthusiastically to the games and resources which challenged them to recall facts in response to quick-fire questions. Teachers ask pupils how they know the answers and reinforce their learning. Sometimes, valuable teaching time is lost when pupils are argumentative and reluctant to settle down and teachers have to remind pupils about their behaviour.

46. The subject is well monitored, pupil performance data is analysed and the information is used effectively to raise standards. Regular assessments are used well to check understanding and targets are set, shared with the pupils and reviewed. Pupils are able to refer to their small learning targets which are written into their books. The good monitoring enables the school to identify any areas for development and to provide future targets for year groups and individual pupils.

Mathematics across the curriculum

47. There are effective links with subjects such as geography where pupils use their numeracy skills to carry out traffic surveys. They design and use graphs to display their findings.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average
- There are good opportunities for learning through first-hand experiences
- There has been good improvement since the last inspection

Commentary

48. Only one lesson was seen so evidence was gathered through looking at pupils' work and planning and discussion with the co-ordinator. By the end of year 2, all pupils attain at least average standards and a good proportion reach higher levels. They show good understanding of scientific facts, for example, the properties and different uses of materials and the conditions that plants need to grow. Their observations are recorded using clear diagrams and simple explanations. Higher attaining pupils write well-structured accounts of their observations and make good use of tables to organise information. They have an understanding of how to make a test fair and the importance of trying to explain findings.
49. The environment is used well to promote pupils' skills in observation and investigation. A 'senses' walk in the school grounds encouraged pupils to use good descriptive vocabulary to explain, for example, how the wind felt. Growing sunflowers promotes observation of growth and the functions of different parts of a plant. Simple experiments help pupils to understand the process of change, for example, as materials are heated or cooled.
50. The weaknesses found in the last inspection have been successfully addressed. There is now a clear programme for planning that goes across the school. The subject is now taught discretely, which means that teachers can focus on promoting pupils' scientific skills and knowledge. It is not possible to make a firm judgement on teaching, but indications are that it is at least satisfactory and that pupils make satisfactory progress in their learning. The school has identified the subject for review and further improvement in the next year.

INFORMATION AND COMMUNICATION TECHNOLOGY

Commentary

51. No teaching was seen so it is not possible to make a secure judgement on the overall quality of provision. However, incidental observations of use of ICT in lessons, samples of pupils' work and records of their experiences and skills show that standards are below average. Most year 2 pupils have reasonable skills in word-processing and can, for example, change the size and appearance of text, use the space bar and enter and delete keys and save and print their work. They have some limited experience of other aspects of the subject, such as controlling a programmable toy and using CD-Roms for research and exploring an imaginary situation. However, they have not used the Internet or email or learned to use ICT to present work in a variety of forms such as tables.
52. The subject is a current priority for development. Provision has recently been improved with the purchase of three new computers. In-service training is being provided to boost teachers' knowledge and confidence in the use of ICT. However, there is much to do to meet the requirements of the curriculum. ICT is taught in classrooms with a limited range of equipment and direct teaching is inhibited by the lack of interactive whiteboards and some unreliable equipment. Further upgrading is planned but these plans could be brought forward, particularly in view of the size of the carry forward in the current budget.

Information and communication technology across the curriculum

53. This is very limited. Pupils have word-processed their work for displays and used a program for designing 'Joseph's coat'. There is very little use of ICT for independent research and it is not used to present findings in subjects such as science.

HUMANITIES

54. Only one lesson was seen which combined **geography** and **history**. The work seen indicates that standards are in line with expectations. Good use is made of visits and visitors to extend pupils' experiences and enrich the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

55. No lessons were seen in these subjects and it is not possible to judge the quality of provision. Evidence was gathered through looking at work in progress, displays and photographs.
56. **Art and design** is used well to support work in a range of subjects. In history, for example, year 1 pupils produced some careful drawings of early forms of transport such as the penny farthing. Year 2 pupils have used a range of techniques, such as colour wash and paper shaping, to produce seaside collages in connection with the current topic. Playground rules are highlighted in posters reminding pupils to be kind to others and to share equipment. An arts week planned for the week after the inspection will involve pupils in studying the work of well-known artists such as Monet and working with local artists using materials such as clay and watercolours.
57. The weaknesses in **design and technology** found in the last inspection have been addressed. The subject is taught regularly and organised so that pupils can experience all aspects of the design and make process. Year 1 pupils have made pizzas, producing clear instructions, designs for toppings and considering preferences. They learn to join and shape materials in a variety of ways, as shown in a range of colourful picture frames made by year 1 pupils. Year 2

pupils designed and made 'Joseph's coat' and made moving vehicles using recyclable materials for the chassis and attaching axles and wheels.

58. No evidence was seen on which to base judgements about **physical education** or **music**. When children sang in assemblies, the standard of singing was good. Pupils have a good sense of rhythm, sing tunefully with a clear diction and obviously enjoy their singing. There is an opportunity for pupils to learn to play the recorder in an after school club and the school performs in concerts in the community.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

59. A strong emphasis is placed on pupils' personal development. Lessons concentrating on this aspect of their development, as well as 'circle time' sessions are a regular feature in all classes. Work has been done on implementing the school's 'golden rules' and the introduction of playground games and a friendship stop to ensure playtime is a happy time for all of the children. A new stock of books, which is used in lessons and assemblies, is clearly linked to PSHE themes such as how to make and keep friends. A healthy schools award will be sought next year, which will make pupils' personal development an even greater priority. There are suitable arrangements for providing sex and drugs education and parents are kept informed.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
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).

