

# INSPECTION REPORT

## **OSSETT SOUTH OSSETT INFANT SCHOOL**

Ossett

LEA area: Wakefield

Unique reference number: 108189

Headteacher: Mrs S Williams

Lead inspector: Mr G Yates

Dates of inspection: 21 – 22 February 2005

Inspection number: 267440

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant  
School category: Community  
Age range of pupils: 3 to 7  
Gender of pupils: Mixed  
Number on roll: 58

School address: Vicar Lane  
Ossett  
West Yorkshire  
Postcode: WF5 0BE

Telephone number: 01924 302870  
Fax number: 01924 302870

Appropriate authority: Governing body  
Name of chair of Mrs S Walsh  
governors:

Date of previous 19 April 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Ossett South Ossett Infant School is smaller than most other infant schools, with 41 boys and girls aged 3 to 7 years and the full-time equivalent of 17 children in the nursery. Currently about 4 per cent of pupils are in receipt of free school meals and this is lower than most other schools. The proportion of pupils with special educational needs is below that usually found. One pupil has a statement of special educational needs. The school has no pupils for whom English is not the mother tongue.

The socio-economic circumstances of the school are above average. The attainment of most pupils on entry to the school is broadly average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2465	Mr G Yates	Lead inspector	Mathematics English Art and design Design and technology Music Physical education Special educational needs English as an additional language
9884	Mrs M Roscoe	Lay inspector	
30834	Mrs A Lawson	Team inspector	Science Information and communication technology Geography History Religious education Areas of learning in the Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Ossett South Ossett Infant School is a very good school.** Standards of attainment have been well above average over a number of years in comparison both with all schools and with similar schools. The quality of teaching and learning is very good overall. Pupils' attitudes to work and their behaviour and personal development are very good. The school is very well led and managed by the headteacher, and parents hold it in high regard. It provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well above the national averages for all schools and similar schools.
- Teaching is very good overall, as is the work of support staff. As a result pupils achieve very well.
- The headteacher leads and manages the school very well.
- Assessment procedures are very good in the Foundation Stage and in English, mathematics and science, but there is no consistent approach to assessment in other subjects.
- Children get off to a flying start in the Foundation Stage (nursery and reception class).
- Provision for pupils with special educational needs is excellent.
- Pupils' enthusiasm for school is reflected in their very good attendance, very positive attitudes, very good behaviour and their willingness to get on very well with each other.
- Pupils' spiritual, social, moral and cultural development is very good overall.
- Very good opportunities are provided to involve parents in their child/ren's learning.

Improvement since the previous inspection has been **good**. The school now has its own nursery provision and many improvements have been made to the building. Support assistants are now deployed effectively. The quality of teaching has improved from good and is now very good. Standards and pupils' achievements have remained above average despite the potential disruption of three changes of headship since the previous inspection. Curriculum coordinators have become more effective. The school makes very good use of assessment information in English, mathematics and science to set targets for groups and individuals. The new headteacher has improved the involvement of governors in the life of the school but more needs to be done to make them truly effective.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2002	2003	2004	2004
reading	A	A	A*	A
writing	A*	A*	A*	A*
mathematics	A	A	A	A

Key: A\* - top 5% in the country; A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

**The table above shows exceptionally high standards over the last three years. In 2004 they were in the top 5 percent in the country in reading and writing. Pupils' achievement over time is very good.** Pupils' attainment in the current Year 2 is well above average in reading, writing, mathematics and science, and above average in information and communication technology (ICT) and religious education. Pupils achieve very well. In Year 1 standards of attainment are well above those normally found. Children start school with broadly average

attainment. They make good progress and as a result, most children are on track to exceed the expected goals in all the areas of learning by the time they enter Year 1. There is no significant difference in performance between girls and boys. Pupils with special educational needs achieve very well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall.** Their attitudes and behaviour are very good. Attendance is well above the national average.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education. The quality of teaching and learning is very good overall.** The school is very successful in including all its pupils in every aspect of school life. All teachers hold pupils' interest very well because they put a lot of thought into planning their lessons and make appropriate links between subjects. Flexibility is the key to success in this school and teachers are not afraid to alter their plans if they feel pupils' needs can be better met. Staff work very well together as a team and share their expertise. They have high expectations of behaviour and make very good use of assessment information in English, mathematics and science to set targets for groups and individuals. However, there is no whole-school approach to assessment in other subjects. The school's curriculum is of a very good quality. It is well organised to enable staff and pupils to make the most of learning opportunities each day. The quality of learning is enhanced for all pupils by the daily 'brain gym' sessions that are very ably led by a classroom assistant. The school takes good care of its pupils and provides good support. There is a good partnership with parents and links with the local community are also good.

## **LEADERSHIP AND MANAGEMENT**

**The quality of the school's leadership, management and governance is good overall.** The headteacher leads the school very well, with a clear sense of purpose, and is a very good role model. She has been very instrumental in ensuring that the school has moved forward significantly since her appointment. The senior teacher and other members of the teaching staff provide very good curriculum leadership. The governing body is becoming increasingly involved in the leadership of the school but as yet is not fully effective. It fulfils most of its legal responsibilities conscientiously. However, there are some omissions from the annual report that is sent out to parents. The administrative assistant and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

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

Parents are very happy with what the school provides for their children and are pleased with the progress they make, both academically and personally. Pupils enjoy coming to school and find the lessons interesting.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is to:

- Put into place a whole-school approach to the assessment and recording of pupils' achievements in subjects other than English, mathematics and science. (The school is already aware that this issue needs to be addressed).

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

### **STANDARDS ACHIEVED BY PUPILS**

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

The achievement of boys and girls, including those with special educational needs, is very good. The standard of pupils' work is very high in English, mathematics and science due to very good teaching and very good leadership.

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

- National test results in Year 2 over the last three years show standards to be well above national averages in English, mathematics and science.
- Standards in religious education and ICT are above those found in most schools.
- Pupils get off to a very good start in the Foundation Stage and exceed what is expected in all aspects of the curriculum.
- Pupils with special educational needs and the more capable make very good progress and achieve very well.

#### **Commentary**

1. Throughout the school achievement is very good, overall, because a well-organised and well-designed curriculum is taught very effectively. Resources, including staffing, are well matched to curricular demands and this plays an important part in the school's success in helping its pupils to achieve very well. Very effective practice in ensuring that all pupils are equally included in learning activities helps pupils with special educational needs, and those pupils who are higher attainers, to achieve very well.
2. Children in the Foundation Stage receive a very good start to their education through very good teaching of a curriculum that is based firmly upon their learning needs. They start school with broadly average skills and achieve very well. By the time they enter Year 1, most are likely to reach standards above those expected in all areas of the curriculum. It is too early to measure the impact on overall standards of the newly established lower Foundation Stage (nursery), but early signs are very positive. Pupils' achievement in personal, social and emotional development is a major strength because of the high quality support they receive in this aspect. There are currently no children who are learning English as an additional language or with special educational needs.
3. In Years 1 and 2, the achievement of pupils with special educational needs is very good. These pupils make good progress towards the targets set for them in their individual education and behavioural plans. This is because teachers and support staff have very good information about all pupils in their class and are involved in setting and monitoring targets for those who have special needs. They have regular meetings with the special needs coordinator to monitor pupils' progress and develop new targets. Individual plans for pupils with special needs include short-term targets that are specific and measurable and contribute to the attainment of long-term goals.

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

Standards in:	School results	National results
reading	18.4 (17.6)	15.8 (15.7)
writing	17.8 (17.4)	14.6 (14.6)
mathematics	18.6 (17.6)	16.2 (16.3)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

4. In the 2004 national tests, pupils in Year 2 achieved very well with well above average standards in mathematics and science. Standards in reading and writing were in the top 5 per cent in the country. When compared with similar schools, standards in writing were in the top 5 per cent in the country, and in reading and mathematics well above average. The trend in the school's results over the past five years has been above the national trend. Boys and girls achieve equally well.
5. Current attainment in Year 2 is well above average in reading, writing, mathematics and science. However, percentages at the average level will fall this year because around one fifth of the age group has special educational needs. The school is not complacent and is constantly striving to be even better. For example, through its effective self-evaluation procedures the school identified that phonic skills were declining slightly and put in place an action plan to reverse this trend. Writing tasks in subjects other than English are challenging. This is because teachers produce their own worksheets that are well matched to pupils' needs.
6. Standards in ICT have improved since the time of the previous inspection and are now above average. Pupils are given appropriate opportunities to use and consolidate their skills in other subjects. Pupils in Years 1 and 2 make good progress in religious education and achieve well. Standards are above the expectations of the locally agreed syllabus, which is an improvement since the previous inspection. It was possible to see limited amounts of work in other subjects but achievement in most lessons in other subjects was at least good, overall.

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

The school's provision for personal development is very good. Pupils have very good attitudes to learning and their behaviour is very good. Attendance is very good, although unauthorised absence figures are higher than average. Pupils are very punctual. There have been no exclusions in the recent past.

### **Main strengths and weaknesses**

- Relationships in school are very good and this supports the personal development of pupils very effectively.
- There are many opportunities for pupils to develop their moral and social responsibilities to each other and to the wider community.
- Despite the school's best efforts, some parents take holidays during term time and consequently, the school has higher than average unauthorised absence.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall.

### **Commentary**

7. The very good relationships evident throughout the school are established early in the Foundation Stage. Consequently, children achieve very well in their personal, social and emotional development by the end of the reception year. Very good relationships

continue and this helps all pupils to flourish into responsible members of the school community. Pupils develop into confident learners, who are willing to take responsibility for themselves and their friends. Behaviour is very good, both in lessons and at playtimes; pupils are very polite and readily listen to the views and opinions of others without interruption. Staff have very high expectations of behaviour and through “circle time”, or classroom discussions, pupils develop their confidence and self-esteem. The high standards of behaviour and attitudes to learning found at the previous inspection have been maintained.

8. Many examples around the school show that it actively promotes a secure set of values, and pupils are given many opportunities to consider people in their local or wider community who are less fortunate than themselves. The school promotes spiritual, moral, cultural and social development very well and, as a result, pupils have a well-developed sense of empathy, showing both concern and compassion for children caught up in natural tragedies in Africa and Asia. Pupils' responses are thoughtful and reflective, but they have also taken positive action. For example, they compared what they received as presents for Christmas or for birthdays and thought about what children in African villages "need" rather than "want". As a result, they have collected funds to buy mosquito nets and simple tools. Within their own school community, pupils are very helpful and supportive to those children who have special educational needs.
9. Whilst attendance in the school is very good, as it was at the time of the previous inspection, unauthorised absence is higher than the national average. This is because a minority of parents takes holidays in term time, which the headteacher does not authorise because of the negative effect this can have on pupils' achievement. There have been no exclusions of pupils.

**Attendance in the latest complete reporting year (97%)**

Authorised absence	
School data	2.7
National data	5.1

Unauthorised absence	
School data	0.4
National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good education. Teaching is highly effective and leads to a very good quality of learning. Curricular provision is very good and the care and support given to pupils are good. Links with the community are good.

**Teaching and learning**

The overall quality of teaching and learning is very good. Assessment procedures are good overall.

**Summary of teaching observed during the inspection in 16 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	5	0	0	0	0

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

**Main strengths and weaknesses**

- Very good relationships form a firm foundation for learning.
- Teachers plan well to meet the learning needs of all groups of pupils.
- All teachers have high expectations and take every opportunity possible to motivate pupils to improve on previous best.
- Classroom assistants work hard and are effective.

- Assessment information is used very well in the Foundation Stage, English, mathematics and science and as a result standards remain very high. However, in other subjects there are no whole-school assessment procedures. As a result standards in these subjects are not as high.

## Commentary

10. Teaching was good or better in all the lessons observed during the inspection and was very good in at least two thirds of the lessons seen. This indicates a considerable strength in the teaching and its impact upon pupils' learning. A scrutiny of pupils' work, planning files and discussions held with staff further confirms the view that teaching is of a very good quality. The quality of teaching has improved since the previous inspection, and the warm and supportive relationship between teachers and their pupils continues to be one of teaching's major strengths. Teachers are very adaptable and the expression 'going off on one' is well known and understood in the school. Quite simply it means that, if something comes up in a lesson that perhaps is not planned for but will improve the quality of learning, teachers will adapt the content of the lesson to include the new learning experience.
11. The attitudes and values that pupils are encouraged to form are influenced in practice by all teachers' positive approach to inclusion. This starts in the Foundation Stage, where children work happily together and confidence, self-esteem and independence are cultivated exceptionally well. Very successful integration of pupils with significant levels of special educational needs into lessons in Year 2 enhances this aspect of learning still further.
12. In the Foundation Stage teaching is very good. Particular strengths include the prominent profile given to children's personal and social development, and to communication, language and literacy skills. Very good provision successfully broadens children's knowledge and understanding of the world. The teacher and support assistants work successfully as a team, the size and quality of which has improved well since the previous inspection. Teaching methods work well, are consistent and promote very good attitudes in the children, who are eager to learn. There is a good balance and range of activities indoors. The outside area, in stark contrast to indoors, fails to offer an exciting learning environment.
13. The National Literacy and Numeracy Strategies are adapted well in upper Foundation Stage and Years 1 and 2 to meet pupils' needs. Teachers have a very good knowledge of how basic skills should be taught. Lessons are well prepared and organized. Good use is made of ICT. Pupils make good use of their literacy skills in other subjects, but more opportunities should be provided for pupils to use their very good mathematical skills.
14. Teaching is very good in Years 1 and 2. The curriculum is carefully planned and very well taught; as a result the quality of learning is very good. Lessons have achievable objectives and proceed at a brisk pace. Teachers use a good variety of methods to build on pupils' previous learning. Questioning is successful and challenges pupils to think. Tasks in English are well matched to pupils' needs. Classroom organisation is very good and the behaviour management policy is applied very well. Homework is provided in all classes at a similar level to that found in most schools.
15. The identification and assessment of pupils with special needs are excellent. Very good use is made of assessment information to plan future work for pupils. Pupils' progress is reviewed formally at least three times a year and much more frequently at informal meetings between class teachers. Action is taken to ensure that pupils are well supported and provided for.

## Assessment

16. The school has a very good approach to collecting assessment information in the Foundation Stage, English, mathematics and science. Throughout the school, teachers monitor and record carefully pupils' progress in reading and writing, using a range of formal and informal procedures. As a result, teachers know their pupils well and share this information with classroom assistants so that all adults work effectively as a team to raise standards. The school is conscientious in analysing assessment information and making sure that the progress of all pupils is monitored. However, there are no whole-school systems in place in

other subjects and as a result the school does not have as clear a view of pupils' progress in these curriculum areas. As such it is difficult to evaluate performance in these subjects as a basis for planning improvements.

## **The curriculum**

The school provides a very good curriculum. Opportunities for curriculum enrichment through the school's use of visits and visitors are very good. Learning resources and the accommodation are good.

## **Main strengths and weaknesses**

- The Foundation Stage curriculum is very good and gives children a flying start to their education.
- Provision for pupils with special educational needs is excellent.
- The curriculum is innovative and based upon providing pupils with active learning experiences.
- 'Brain Gym' makes a very good contribution to enrichment and helps to develop language skills.
- The indoor accommodation is very good, but outdoors there is scope to provide a much more stimulating learning environment.

## **Commentary**

17. The Foundation Stage provides a rich curriculum. Children benefit from a wide variety of experiences that are very well planned and organised. Consequently, children are very well prepared for the next stage of their education in the infants.
18. The school's curriculum is very well organized to meet the needs of pupils with special educational needs. The previous inspection commended the school for its excellent provision and this has been maintained. Pupils are given excellent support in lessons, either by the class teacher or by well-qualified support staff. As a result, pupils reach the targets set for them and achieve very well.
19. The curriculum is very well managed by the headteacher. It is rich and stimulating, providing pupils with very broad and well-balanced learning experiences. The daily 'brain gym sessions' play an effective role not only in developing language skills but in developing coordination. Issues relating to history, which was taught too superficially at the previous inspection, have now been fully addressed. The curriculum is innovative in that it has built in many "Enrichment Days" to deepen knowledge and support learning. Specific multicultural events such as Divali, or other areas of the curriculum, are studied in depth. Sometimes, activities cover a week, when the focus may be on celebrating the arts through visiting theatre groups, or when artists (including a talented parent) such as sculptors and musicians work with the pupils.
20. Pupils are encouraged to learn through first-hand learning experiences and where possible, parents, carers and visitors from the local community join the pupils on these special days or weeks. The curriculum is enhanced by a very wide range of interesting and exciting extra-curricular activities and educational visits. The quality of visits helps to enhance pupils' learning beyond the classroom. Links with the school's community through concert performances, visits, and visitors and fundraising activities help to support learning beyond the school day.

21. The quality and quantity of learning resources have improved since the previous inspection and are now good. New resources, such as the Interactive Whiteboards in each classroom, are used as effective teaching and learning tools and have a positive effect on learning. The accommodation indoors is very good. It is bright, spacious, has very well organised teaching areas and is kept spotlessly clean by dedicated cleaning staff. Displays of pupils' work are of a high standard. However, the outdoors accommodation in both the Foundation Stage and

the Infants lacks stimulation. There is scope to provide a much more stimulating outdoor learning area and currently, contrast with the wealth of interest and stimulation to be found indoors is very stark. The school is very aware of this issue and funds have been set aside to enhance the outside learning environment during the current academic year.

### **Care, guidance and support**

Pupils are well cared for and given good support and guidance, and their views are sought and valued. Health and safety procedures are satisfactory.

### **Main strengths and weaknesses**

- Teachers have supportive relationships with their pupils and guide them well when they need help. Effective arrangements help new pupils settle into school.
- In many ways whole-school health and safety practice is good. Some formal risk assessments are undertaken, but this aspect requires more governor attention.
- Pupils' personal development is monitored very well. Under-developed assessment systems however, in many curriculum areas, restrict the monitoring of academic progress.

### **Commentary**

22. The school has a positive atmosphere because all staff genuinely care for the pupils. Adults and children get on very well with each other, and lessons are relaxed times when pupils can simply concentrate on their learning. Staff are always available for pupils, who know that they can go to them if they have any concerns. This, parents say, is a strength of the school and affectionately describe staff as 'surrogate parents'. They also agree that arrangements for starting school help their children to adapt well to school life. Pupils with special educational needs receive highly effective help and guidance that mirrors their good achievement.
23. Most procedures for health and safety and child protection are good and on balance this aspect is judged to be satisfactory. An ethos of care, order and structure is apparent within the school's daily practice, and to promote pupils' wellbeing, carefully planned routines are practised conscientiously. For example, pupils' attendance and punctuality are very rigorously monitored. A weaker aspect, however, is formal risk assessments. Good procedures are in place to ensure pupils' safety on trips away from school, and teaching staff are aware of the responsibility to assess risk within the curriculum. Technical assessments, covering for example fire safety and evacuations, are in place, and systems for first aid are very secure.
24. Effective procedures for child protection are supported by a comprehensive policy. This needs minor updates and further governor involvement. The headteacher carries the responsibility for this key aspect of the school's work, and aims to provide more training for staff later this year.
25. Pupils' behaviour and all-round personal development are monitored very well. This means that their 'small steps' are recognised and praised at every opportunity. Other agencies are used well whenever pupils with individual needs require specific additional help, and parents are always kept fully informed. In the academic domain, tracking systems for English, mathematics and science are very effective, and afford pupils the opportunity to assess their own work against individual targets. The school

is aware, however, that there is no systematically recorded information about how well pupils are progressing in other subjects. The result is that it is harder to provide accurate educational guidance and support without this overview, however good the teaching in class.

## Partnership with parents, other schools and the community

There are good links with parents, other schools and the community.

### Main strengths and weaknesses

- Parents value the positive influence the school has on their children's learning and personal development.
- The very good contribution that parents make to learning at school as volunteers and also at home makes a positive contribution to their children's achievement.
- The school keeps parents in touch with what it does to an extent, but parents do not have a complete picture of what is provided and achieved.

### Commentary

26. Parents are supportive of the school because they find that conscientious staff fulfil the expectations they have for their children's social, emotional and academic development. Every parent returning the questionnaire reported that their children like school and make good progress because of lively teaching and friendly staff. Parents are obviously satisfied with the way in which the school is led and with the range of enjoyable activities their children experience in this 'family orientated' school.
27. Staff operate an 'open door' policy that effectively promotes an understanding of school ethos. 'Termly classroom walkabouts' for example provide valuable opportunities for parents and carers to see children's learning in a context. This enables them to extend children's thinking at home. Informative, colourful displays of teachers' classroom planning, daily 'reading together' mornings and popular, well organised workshops in numeracy and literacy also reflect the school's drive to empower parents and carers. This effort has paid off handsomely because many parents are very well involved with the school as helpers and many support their children's learning at home. In addition to providing good help in the classroom on enrichment days and with trips and visits, parents raise significant funds for the school through 'The Friends of South Ossett Infants School', (FOSOIS).
28. Most parents feel well served by the prospectus, newsletters, and other frequent helpful correspondence, often posted on notice boards. They are kept up to date with children's progress through consultation evenings and good annual reports. Parents approach staff to discuss concerns at any time, and these flexible arrangements meet most parents' needs. A significant number of parents with children under five are not satisfied with the manner information is presented to them because, whilst there is much to see on class walls each day, they often find it difficult to 'take it all in' and simultaneously settle their youngsters into class. There is more to do to ensure all parents are provided with essential facts about what is taught. In addition the governors' annual report to parents has some important omissions. Significantly, this means that parents are prevented from understanding how the school meets the requirements of The Disability Act and deliberately ensures equality for all its pupils.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The leadership and management of the headteacher are **very good**. Governance of the school is satisfactory.

## **Main strengths and weakness**

- The headteacher's high aspirations and vision for the school have been taken on board by all members of staff and collaborative leadership is very strong.
- Very good leadership of the Foundation Stage ensures high quality provision for the youngest children.
- Subject co-ordinators in English, mathematics and science are very much involved in evaluation of their subjects.
- The school analyses its performance in English, mathematics and science accurately and is taking the necessary action to address any areas for development. However, there is no whole- school approach to assessment and its use in other subjects.
- The role of governors in the leadership of the school is improving but more needs to be done to make their role truly effective. Issues relating to risk assessment need to be addressed.

## **Commentary**

29. A major strength of the school is that, despite its small size, every effort is made to ensure that pupils have the opportunity to take part in a wide range of activities that are firmly aimed at fulfilling their needs. An example of this is the outstanding attempts made to include pupils with special needs in all lessons.
30. The new head teacher leads the school very well. In the relatively short period of time she has been in post, she has put in place several initiatives that are already helping to improve the quality of education. For example, there is now a unified Foundation Stage and curriculum leaders are far more involved in leading their subject areas.
31. The headteacher has created a strong team spirit amongst all the staff, who share her commitment to continuous improvement based on previous best and to providing a high quality of education for all pupils. She is very well supported by a senior member of staff and all other members of staff. The headteacher's collaborative style of management is proving to be highly successful in driving the school forward. For example, all staff feel better valued and as a result are keen to contribute their ideas.
32. The governing body is increasingly involved in all aspects of school life but is still too reliant on the headteacher. For example, they do not write their own annual report to parents, and very important issues with regard to risk management have not hitherto been addressed. However, new governors have recently been appointed and there is a great willingness by governors to take on their strategic role more fully. The governors carry out most of their statutory duties soundly. However, there are some important omissions from the annual report that is sent out to parents. An appropriate committee structure has been established but some committees, such as the curriculum committee, are still in their first year of operation.
33. The school improvement plan clearly identifies the main priorities for the school to address, and includes an excellent review of progress in the previous year. The performance management of teaching staff is effectively linked to the plan. It is being used well as a mechanism to improve standards because there is a close link between the objectives set for teachers and the priorities in the plan. The coordinators of English, mathematics and science have improved their involvement in curricular development. This is a small school yet they have been given good opportunities to

monitor and evaluate standards in their subjects. As a result they have a very good understanding of the strengths and possible weaknesses in their subjects.

34. The school has made good improvement since the last inspection. The unified Foundation Stage with its effective support staff is clear evidence of continued success. The quality of teaching has improved and is now very good. Standards in art and design have improved, as

have standards in ICT. There is now a coordinator for gifted and talented pupils. The school now has a very good system of identification and ensures that, whatever pupils' talents are, they are given appropriate challenges.

35. The management of the provision for pupils with special educational needs is excellent. The co-ordinator provides very good leadership. The pupils' individual educational plans have very specific targets that are reviewed each term and shared with the pupils. The contribution made by the classroom assistants to pupils' progress is a particular strength of the provision for special educational needs. Parents are rightly proud of the support their children receive.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	252,931	Balance from previous year	26,534
Total expenditure	258,282	Balance carried forward to the next	21,183
Expenditure per pupil	4,531		

36. Good procedures are in place to ensure that services and resources provide good value for money. There has not been a recent audit report. A great deal of the balance brought forward has been committed to improving resources, including the development of the outside area.

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

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

The school makes **very good** provision for children in the Foundation Stage. Since the previous inspection, provision has improved. There is now a nursery and there is now enough well-trained learning support staff to ensure all activities can take place. Children are now achieving better than they were and the quality of teaching is better because the Foundation Stage curriculum has now been firmly established. Whilst children do have regular access to outdoors, the accommodation and resources for outdoor learning are barely adequate and there is both scope and space to provide a much more stimulating outdoors area. Plans are in place to begin to make some much-needed improvements.

Most children enter school with skills that are typical for their age. Children of all levels of attainment achieve very well and, by the time they leave the reception year, most are likely to reach standards above those expected in all areas of the curriculum. A key strength is the teaching of personal, social and emotional development, where all children reach standards above those expected nationally. It is too early to make any clear judgement about the impact on standards of the newly established nursery but early signs are very promising. There are currently no children with special educational needs in the Foundation Stage and no children who are learning English as an additional language.

The leadership and management of the Foundation Stage are very good. The manager has created a very effective team of staff. They are all very good role models for young children. Procedures to check what children know and can do are very good and this information is used effectively to plan the next steps to learning. Very good monitoring of data, enables staff to identify where weaknesses are occurring, and they are then quick to put in place strategies to tackle them. For example, assessments showed that many children had weak skills when linking sounds and letters, so lessons have been changed in both the reception class and in Year 1 to tackle this problem. Indoor accommodation in the Foundation Stage is very good. It is very well organised, stimulating and spotlessly clean. Resources are good, but there are too few large items of outdoor equipment that enable children to pursue challenging physical tasks when climbing and balancing.

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

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

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

- Children are given very good opportunities to make choices and become independent.
- Children are taught to share resources and act responsibly.

#### **Commentary**

37. Teaching in both the nursery and reception classes is very good and, by the end of the reception year, most children are likely to reach standards above expectations. Children achieve very well, particularly in their ability to make decisions based upon thinking about others and not just themselves. Children are very polite to all members of staff, visitors and to each other. They are very aware of the class rules and routines, knowing what is expected of them. Children are very well behaved because

all staff have very high expectations and are themselves very good role models in how to respond to and relate to others. Relationships are very positive and this supports learning well. Children are taught good habits to maintain their health and well being; for example, “brain gym” exercises are regular throughout the day and children drink water regularly, calling it “brain juice”.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- All staff engage children in lively conversations and make sure that correct vocabulary is used, so children develop good speaking and listening skills.
- Older children in the reception class have few opportunities to present their writing in a more formal and structured way.

### Commentary

38. Teaching is very good in both the nursery and the reception classes and as a result, most children are likely to reach standards above those expected by the end of the reception year. Children achieve particularly well in their speaking and listening skills because staff are very adept at using questions to probe what children know and understand and then asking further questions to develop their skills in conversation. The use of correct vocabulary means that children soon learn new words with confidence. For example, they knew that a “whisk” can be used to make bubbles in water. Children make good progress with early reading skills and can read book titles, headings and captions on displays of work.
39. All children have frequent opportunities to write for a purpose and most children are developing good pencil control, forming their letters clearly and legibly. However, the older, higher attaining children in the reception class would benefit from having more opportunities to write independently, at greater length, in a more structured way.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Resources are used very effectively to deepen children’s knowledge and understanding of number.
- Oral and mental calculating skills are good, but there are some missed opportunities for older children to write out calculations regularly.

### Commentary

40. Standards are above those expected in mathematical development and children achieve very well in their mental skills of ordering and calculating numbers and in their awareness of two-dimensional shapes and how to measure. Teaching is very good. Lessons and learning opportunities are very well planned and organised, with resources used very effectively to deepen children’s knowledge of mathematical concepts. For example, in a very good lesson staff encouraged children in reception to use a “washing line” to peg out numbers up to 20 in their correct order. The quality of the teacher’s questioning was very good as children were challenged to answer ... “How do you know that 11 comes after 10? ... explain how you know this”. This encouraged children to use correct mathematical vocabulary to explain what they knew and understood. Mental understanding of the position of numbers in relation to others is good. There is scope to give older children more opportunities to write out

formal calculations, so they become adept at writing numbers and mathematical signs correctly.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children have very good opportunities to develop their skills in using information and communication technology.
- A very good range of interesting activities is planned to provide first-hand learning experiences.

### **Commentary**

41. Teaching is very good in both the nursery and the reception class and as a result, children are likely to reach standards above those expected by the end of the reception year. Children achieve particularly well in their knowledge and use of information technology. For example, staff encourage parents to sit with their children before the formal start of the day to help their children send and receive emails. All children have their own email address and receive emails from friends, other teachers in the school or family members. Early science skills develop very effectively because children are encouraged to observe, think, ask questions and predict outcomes. A very good example of this emerged as a child brought into the class a very large snowball. This was immediately placed into a tray, the children gathered together and questions were asked: "What do you think is going to happen to this large snowball?" Children answered: "I think it will melt – slowly, because it is big"; another child said, "It will turn back into rainwater, because that's what it is". Children are encouraged to ask relevant questions or make predictions. Some very good understanding of camouflage emerged during a focus activity on making a caterpillar. Children discussed camouflage and related this to what they knew about birds..." You don't see many pink birds do you? That's because there aren't many pink trees!" Visits and visitors are used well to provide children with active learning experiences, so they develop knowledge and understanding in early history and geography, and learn skills in design and technology.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The school's outdoor accommodation is barely adequate and does not provide a stimulating environment to enable staff to extend the exciting learning opportunities available indoors.
- Pupils are given many opportunities to develop fine motor control and co-ordination through many well-planned activities.

### **Commentary**

42. Although the outdoors accommodation lacks stimulation and currently acts as a brake on what can feasibly be planned to support learning staff work very hard to compensate for this. As a result, most children reach standards that are above expectations and achieve well, particularly in their ability to manipulate small tools and handle materials and equipment adeptly. Children have a weekly dance lesson in the

larger school hall and also have a weekly physical education lesson when they learn to use space and move in a co-ordinated way. Healthy living is very well promoted through regular “brain gym” sessions and the eating of healthy snacks.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Learning areas are very well organised, so children are able to choose from a wide range of stimulating creative activities.
- Very good relationships support lessons in music, art and drama, as children and all staff have fun together, but with a very clear focus on the extension of skills.

### **Commentary**

43. Teaching is very good, with a clear strength in the way creative opportunities are planned and organised, so that during the day children have many opportunities to express and develop their creative skills. As a result, most children are likely to reach standards above those expected and they achieve very well in their confident use of a good range of materials and media. The large indoor spaces are used very effectively to provide areas of “continuous provision”, so children have daily access to a very good range of creative activities, such as painting, modelling, using musical instruments or taking part in role-play activities. Children produce good quality work when painting or modelling, because staff have high expectations and children have easy access to a good range of tools and materials

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- The quality of teaching is very good and as a result pupils achieve very well.
- Standards of attainment are well above average.
- The curriculum co-ordinator leads the subject very well and assessment systems are of a high quality.
- Books are not displayed well in classrooms.

### **Commentary**

44. Standards have remained very high since the time of the previous inspection. Despite the fact that almost a fifth of the current Year 2 age group has learning difficulties, standards are still very high. The reason for this is that in both Years 1 and 2 teaching is of a very high standard with all pupils ‘expected’ to do well. Classroom assistants support pupils effectively and are very well briefed about what they are expected to do.
45. Standards in speaking and listening are well above average by the end of Year 2. Pupils are confident to speak out in more formal situations and contribute ideas and opinions readily in lessons. This is because teachers include very good opportunities for speaking and listening in all lessons. Very good teaching in one lesson seen during the inspection meant that pupils were able to consider the meaning of words such as,

“brave,” “fearless,” “honest,” “scared “ and “frightened” and relate them to their own experience. Pupils have very good knowledge of appropriate terminology. A Year 1 pupil was able to explain that, “adjectives are useful because, if the illustrator hasn’t drawn a picture, you can draw one in your head.”

46. Standards in reading are very high. Parents are welcome to come into school at the start of the day and read with their children. The majority of pupils in Year 2 are avid readers. They achieve very well because of very good teaching. For example, very good teaching of the link between letters and sounds means that pupils can tackle unfamiliar words by breaking them down. Pupils read with enthusiasm and understand what they read. High attaining pupils read freely from a range of suitable non-fiction and fiction and are able to discuss sensibly plot, characters and authors they prefer. Lower attaining pupils understand the difference between fiction and non-fiction and can independently use simple indexes for referencing. However, books are not arranged well in classes and as such do not act as a good visual reminder to back up the importance the school gives to reading.
47. Pupils are given plenty of opportunities to use and develop their writing skills and standards are very high. Younger pupils have developed a very good grasp of basic sentence structure and punctuation, and confidence in their attempts to spell more difficult words. Average and higher attaining pupils in Year 2 write more complex sentences and longer, properly organised stories and other imaginative writing. For example, in a retelling of the story about the Rainbow Fish one pupil wrote 'the rainbow fish swam away angrily.' In Year 1 one child's description of a character included the line 'he was a bit silly because he kept forgetting things.' Pupils use their ICT skills well and produce work of a good quality, for example word-processed factual writing about a toy or animal. Pupils are adept at sending emails.
48. The quality of teaching is very good and shows an improvement on the previous inspection, where it was judged to be good. Pupils achieve very well because teachers use assessment information about what pupils know, understand and can do to plan very challenging work. Lessons are interesting, with good use made of ICT such as the Cebeebus program, enabling pupils to enjoy their learning and work hard in school. Individual targets are displayed alongside self-portraits of each child in Year 1. These are reviewed with the child every half term and are regularly referred to during the lesson. Teachers work very hard to produce their own teaching materials. A creative writing task in Year 2, based on the theme of growth, was much enhanced by the use of different worksheets for higher and lower attainers, giving opportunities for pupils of all abilities to extend their writing skills and eventually to produce extended writing of a high quality.
49. The subject is very well led and managed. Assessment systems are in place and are of a very good quality. Opportunities have been provided for the co-ordinator to develop a very good overview of the subject, and issues regarding concerns about phonic teaching, for example, are picked up and dealt with effectively.

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

50. Provision is good overall. Pupils use their reading and speaking skills well in other subjects. In geography for example, pupils generate their own questions about the Rainforest, then use their research skills to find out the answers. Good use is made of writing in religious education with, for example, speech captions being used effectively to write about a visit to a local church. Pupils are given good opportunities to write in history lessons. For example, there was some very good quality writing in the present tense with pupils writing as eyewitnesses to the events in 1666.

### **MATHEMATICS**

Provision in mathematics is **very good**.

## **Main strengths and weaknesses**

- Standards are well above average and pupils achieve very well.
- Teaching and learning are very good.
- The subject co-coordinator provides very good leadership.
- Pupils are given insufficient opportunities to use their skills in other subjects.

## **Commentary**

51. The results of the 2004 national tests showed standards to be well above all schools and well above similar schools. Overall standards this year remain very high, despite a higher percentage of pupils with learning difficulties in the current Year 2 age group. Pupils achieve very well because teachers have clear and high expectations for all groups of pupils. Pupils with special educational needs achieve very well through the effective support of the teaching assistants. Higher attaining pupils achieve very well because work is well matched to their needs. For example, during the inspection, higher attaining pupils in Year 1 were challenged to work out not only the total cost of two items but also what change would be received from 20p.
52. In Year 2, pupils understand the principles of place value and repeated addition very well. They have a very good command of basic number. Very good opportunities are provided for pupils to use their numeracy skills to solve problems, for example by challenging them to work out the cost of an ice cream and two tries at 'ring a duck' as part of 'Fun Fair' problem solving activities. Topical projects such as 'Reindeer problems' (set just before Christmas) present less able pupils with the task of working out how many antlers are there on a given number of reindeer. Pupils in both classes make good use of ICT to consolidate their number skills. Pupils are able to explain well how they have arrived at a particular answer. In Year 1 for example, one child when asked how he had solved a money problem said, 'I used what I know. I put a number in my head and counted on 5 more.'
53. The quality of teaching and learning is very good. It has improved since the previous inspection. Teachers provide challenging work that encourages pupils to maintain their concentration and try their best. This results in very good achievement. A strong combination of very good teaching methods and very good pupil attitudes leads to high standards. Increasingly good use is being made of ICT. The inter-active whiteboards are used well. For example, in one lesson pupils were really motivated by the use of high quality graphics related to coin recognition. Teachers have a very good knowledge and understanding of the subject and question keenly to encourage pupils to think a problem through. Teachers are highly skilled in targeting questions at specific pupils in order to challenge all levels of attainment. They receive very good support from classroom assistants.
54. The subject co-ordinator is knowledgeable, energetic and very enthusiastic. She provides very good leadership, and monitors standards very well. She leads by example and is always keen to improve on previous best. The school makes very good use of assessment information about what pupils know, understand and can do to set challenging but attainable targets for all its pupils.

## **Mathematics across the curriculum**

55. Overall, satisfactory use is made of mathematics to support other areas of the curriculum. However, pupils have very good mathematical skills and opportunities are missed for them to be used well in other subjects.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- The teaching of investigation skills is very good and, as a result, pupils are achieving very well in their understanding of how to test simple predictions.
- The curriculum is very well planned and focuses on providing pupils with active learning experiences. Consequently, pupils enjoy their lessons and work hard.
- There are some missed opportunities to ensure pupils work to a “fair test”.

### Commentary

56. The teaching of science is consistently very good, with particular strengths in teaching young pupils to learn by careful observation and investigation. As a result, standards are well above national averages and pupils achieve very well in both their knowledge and understanding of science and in their ability to predict and plan investigations.
57. In a very good Year 1 lesson, the teacher gave the pupils very good opportunities to find out which materials would be best for making a waterproof covering. The teacher’s very good questioning skills improved pupils’ ability to use correct scientific vocabulary. This enabled them to explain their thoughts clearly, using words such as “transparent, predict and conclusion”. In Year 2, a very good lesson made very effective use of resources so pupils were able to find out, through investigation, how to make a full circuit. Pupils worked in pairs and there was clear joy on the pupils’ faces as they made a complete circuit, that enabled them to light a bulb. All pupils have a very positive attitude to learning and they behave very well in lessons because they are actively engaged. Pupils who have special educational needs are very well supported in lessons and this enables them to take a full part and achieve the targets set for them.
58. The subject is led and managed very well. Leadership is based on fully involving all members of staff in policy decisions, curriculum planning and review, so that a whole-school approach to teaching science through active learning is now part of the school ethos. This is very effective in ensuring that lessons are planned to develop key scientific enquiry skills from the outset. The curriculum is innovative and challenging. Key skills in literacy and in ICT are used well to support learning and opportunities are carefully planned into lessons. However, there is less evidence of pupils using their numeracy skills well. Digital cameras are widely used to record evidence.
59. Although standards were high at the previous inspection, good improvements have still been made in the subject. For example, the way the subject and learning are assessed is now very good; the quality of teaching has improved, and leadership and management of the subject are now very good.
60. There is still scope for improvement in making sure that lessons are planned to ensure that pupils are given every opportunity to develop their understanding of what a “fair test” is and of how to work to a fair test when they are planning investigations.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

## Main strengths and weaknesses

- Teachers make effective use of new technology in their classrooms to teach new skills.
- The curriculum is challenging and this means that children reach high standards in their use of new technology.
- There is scope to develop a more rigorous method of assessing what individual children know and can do, so they know what the next steps to learning are.

## Commentary

61. Standards are above national expectations in the subject and pupils are achieving well. Staff have updated their own skills to use the new Interactive Whiteboards now available in each classroom. Teachers use these effectively to teach new skills and, as a result, even the very youngest children know how to send and receive emails to communicate with their families, friends and teachers. Parents are encouraged to become involved in learning new skills with their children and are sometimes invited to help their children access emails first thing in the morning before school begins. All pupils have their own email address and are given time to develop this form of communication.
62. Teaching is good and new skills are taught thoroughly. For example, in a Year 1 lesson, the teaching was lively and pacy, building effectively upon previous learning and then challenging the pupils to tackle more complex tasks. The pupils displayed good skills in their ability to retrieve, organise and save work. Those pupils with special educational needs are given very good support in lessons to help them reach the targets set for them.
63. Pupils know that ICT is a powerful tool for learning. They are taught how to access and use search engines on the Internet, so as to research topics that interest them. Pupils have used research skills well to support their learning in history, geography and religious education. Pupils use digital cameras regularly to record their work, particularly when making models in design technology or to record special activities.
64. The subject is led and managed well. Improvement since the previous inspection has been good; standards are higher, pupils now achieve well, the quality of teaching is better and higher attaining pupils are now given good opportunities to reach their potential. However, there is scope to develop a more rigorous system for assessing what individual children know and can do and then using this information to let pupils know what they do well and what they need to do next to improve.

## Information and communication technology across the curriculum

65. Good use is made of ICT skills in other subjects. Teachers make the best use of the resources available to them to develop pupils' research skills through the use of the Internet or information software. Teachers plan regular opportunities for pupils to further their knowledge and understanding in mathematics, particularly in calculation skills, or to practise spellings and write stories in literacy.

## HUMANITIES

66. Work was sampled in **history**, so no judgement on the school's provision has been made. No lessons were seen, but inspector's looked at pupils' work and examined

work on display in the school. In the previous inspection, the time spent on history was insufficient. This is no longer the case and pupils receive a well-balanced history curriculum. In Year 2, pupils' work on the Great Fire of London indicated that the school plans effective links with other subjects to support learning. For example, boats made of clay in art were displayed in a River Thames scene to portray the people of London escaping from the Fire. Pupils' "eye-witness" accounts

were well written. Skills of chronology are developed well through the use of a “time-line”, so pupils are beginning to place historical events in their correct sequence. However, there is no whole-school approach to the gathering of assessment information and as such the school does not have an accurate overview of standards in history.

67. As work was sampled in **geography**, so no judgement has been made on the school’s provision. Examples of work on display, or presented in large books made by the pupils, indicate that pupils have a good curriculum where through which they develop an understanding of places near and far. They compare accurately their homes and locality with countries around the world. They use ICT skills well to research the animals likely to be found in the world’s rainforests, such as lemurs and sloths. Good comparisons are made between the animals, landscape and temperature found in the world’s rainforests, and those the children are familiar with, either in their own locality, or holiday locations. As in history, there is no whole-school approach to the gathering of assessment information to ensure pupils are developing the necessary skills in the subject.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils have a good awareness of major world faiths and different forms of worship.
- A good range of visits and visitors makes learning interesting.
- Teachers plan good opportunities for pupils to use their skills in literacy and information and communication technology to deepen their knowledge.
- There is no whole-school approach to the gathering of assessment information.

### **Commentary**

68. Pupils reach standards that are above the expectations of the locally agreed syllabus and they achieve well in their awareness and understanding of major world religions such as Judaism. The subject is taught well. Teachers give their pupils good opportunities to deepen their knowledge of Christian forms of worship, which they then compare with how people of other faiths worship. For example, in Year 1, pupils have compiled class books on aspects of Judaism, looking in some depth at Passover, Hanukkah and Sukkoth. Pupils know that the Torah is the Jewish holy book, whilst Christians follow the teachings of the Bible. In Year 2, the teacher used the pupils’ own enquiring questions about Islam to challenge them to research mosques. The pupils then produced a class book of good quality showing what they had learnt about Islamic forms of worship.
69. The school has very good links with local churches in the community. As a result, pupils benefit from frequent visits where they find out about Christian religious symbols to be found in a church. Visitors into school are frequent, often taking part in whole-school assemblies or visiting classrooms to talk to the pupils about the life of Jesus. These links make the curriculum more interesting and relevant for all pupils and increase their knowledge and understanding.

70. The subject is led and managed well and improvement since the previous inspection has been good. Standards are now higher, pupils achieve better and the quality of teaching has improved. The subject co-ordinator takes an active role in checking that teachers plan opportunities for the use of key skills in literacy and ICT to support pupils' learning. However, the school has yet to develop its approach to the gathering together of assessment information in order to ensure that work builds on pupils' previous best. Pupils are encouraged to use the Internet to research religions that are unfamiliar to them, and this extends their

knowledge of the rich variety of faiths and cultures that are part of British society. Pupils' books in both Year 1 and Year 2 are well presented, with neatly written accounts, carefully drawn illustrations and references to Internet sites where pupils can find out more information should they chose to do so, and are therefore a valuable learning resource for all pupils.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

71. It was not possible to make overall judgments about provision in any subject in this area. However, from the evidence available it is very clear that in all subjects good opportunities are provided for pupils to use their skills. It is clear that there is no consistent approach to the gathering and use of assessment to ensure pupils are continuously challenged to improve on their previous best.
72. In **art and design**, an analysis of pupils' work in sketchbooks and on display around the school indicates an overall good quality of work, with attainment being above average. This represents an improvement since the previous inspection. In sketchbooks, pupils' skills are developing well. Hall and classroom displays show a good range of skills and materials being used, for example in observational and collage work. Pupils' work is displayed with great care and sensitivity in the school hall. This helps pupils to take a pride in their work and strive continually to improve their composition. Very good links are made with the history curriculum with pupils making boats out of clay to represent people escaping from the Great Fire of London. The artistic skills of a parent have been used very well to inspire pupils to produce work of good quality.
73. In **design and technology** evidence of previous work indicates above average standards. Pupils' work shows that they are competent in working with a range of materials and that they understand the sequence of the making process well with regard to creating their own houses. This project allowed pupils to develop their skills in working together successfully, with different groups focusing on different parts of the house. A very good feature of their work is the written evaluation undertaken. One child wrote, 'One window did not have a matching curtain.'
74. In **music** the standard of singing in acts of worship is good and pupils demonstrate a good sense of beat and dynamics. In one lesson seen during the inspection, very good opportunities were provided for pupils to develop their skills in identifying the correct pitch of notes. The teacher had very good expertise in the subject and used graphic scoring to very good effect to develop pupils' musical skills. In another lesson seen during the inspection, the teacher more than made up for any lack of expertise by making good use of commercial materials to develop pupils' musical appreciation skills. Pupils really enjoyed responding to music from both western and non-western cultures. The school currently does not have a suitable range of instruments but orders have been placed to remedy this situation.
75. The school offers a good programme of **physical education** activities through the year, despite the potential drawback of a hall with two supporting pillars in the middle of it and no school playing field. Pupils are keen to participate in the after-school club provided by an outside agency. In the one lesson observed teaching was of a good quality overall. Pupils used apparatus very well to develop their gymnastic skills and the level of performance was above average. Due regard was made to health and safety.

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

76. No lessons were seen during the inspection but evidence from other sources shows that curriculum provision is very good. The school provides a broad curriculum for PSHE and citizenship, through separate specialist lessons as well as through the subjects of the National Curriculum, assemblies and class discussions. It provides very good opportunities for pupils

to develop confidence, a sense of responsibility and respect for the differences between people. Pupils' personal and social skills, as well as their understanding of citizenship, are also developed well. The 'I am special tree' in the school hall pays good testimony to the importance that the school gives to each individual.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
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	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
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	3
The quality of the school's links with the community	3
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	4
The leadership of the headteacher	2
The leadership of other key staff	2
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).*