

## INSPECTION REPORT

### **NEWNHAM INFANT AND NURSERY SCHOOL**

Eastcote, Ruislip

LEA area: Hillingdon

Unique reference number: 102394

Headteacher: Miss S Hodges

Reporting inspector: Dr T Simpson  
10428

Dates of inspection: 10<sup>th</sup> to 13<sup>th</sup> March 2003

Inspection number: 246199

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

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 and nursery

School category: Community

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: Newnham Avenue  
Eastcote  
Ruislip

Postcode: HA4 9RW

Telephone number: 020 8868 9172

Fax number: 020 8866 8947

Appropriate authority: The governing body

Name of chair of governors: Mr D Dewey

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10428	Dr Tom Simpson	Registered inspector	Science Art and design Music	The school's results and pupils' achievements How well is the school led and managed?
9883	Brian Sylvester	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
8316	Jozefa O'Hare	Team inspector	Geography History The Foundation Stage Educational inclusion – including race equality	How good are the curricular and other opportunities offered to pupils?
28320	Robert Willey	Team inspector	Mathematics Design and technology Physical education Special educational needs	
31838	Martyn Williams	Team Inspector	English Information and communication technology Religious education	How well are pupils taught?

The inspection contractor was:

Serco QAA

Herringston Barn  
Herringston  
Dorchester  
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page	
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>	
Information about the school		
How good the school is		
What the school does well		
What could be improved		
How the school has improved since its last inspection		
Standards		
Pupils' attitudes and values		
Teaching and learning		
Other aspects of the school		
How well the school is led and managed		
Parents' and carers' views of the school		
<b>PART B: COMMENTARY</b>		
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>	
The school's results and pupils' achievements		
Pupils' attitudes, values and personal development		
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>	
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>	
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b><a href="#">1647</a></b>	
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>	
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>	
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>	
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b><a href="#">2827</a></b>	

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Newnham is a large infant and nursery school serving part of the London Borough of Hillingdon. Most of the pupils live in privately owned accommodation. There are 286 pupils on roll – including 143 who are in reception and nursery classes. This latter group is described as being in the Foundation Stage. There is a similar number of boys and girls on roll. About twenty per cent of the pupils come from ethnic minority backgrounds. Sixteen per cent of the pupils have English as an additional language. Most of these are at a relatively early stage of English language acquisition. The percentage of pupils entitled to free school meals is below average. The percentage of pupils with special educational needs is also below average – but the percentage with Statements of Special Educational Need is average. Attainment on entry varies – but is around the expected level overall.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school. By Year 2 standards in many subjects are well above the expected levels and pupils have achieved very well. Teaching overall is very good and there are examples at both stages of education in the school where it is excellent. Pupils are very well cared for. Improvement since the last inspection has been very good. The headteacher and staff have a very strong commitment to even further improvement and the capacity to succeed. The school provides very good value for money.

#### **What the school does well**

- Teaching overall is very good and as a result pupils achieve very well – particularly in the core subjects of English, mathematics and science.
- Pupils are enthusiastic about the school and are very involved in all its activities.
- Provision for pupils' spiritual, moral, social and cultural development is very good. This results in very good attitudes, behaviour and relationships.
- Provision for pupils with special educational needs is very good, and as a result these pupils achieve very well in relation to their prior attainment.
- The school provides a very rich and inclusive curriculum.
- The very good leadership of the headteacher and senior staff is impacting very well on the school's forward development.

#### **What could be improved**

- The inspection team found no areas where significant improvement is required. The school is very effective. It has very good procedures in place for self-evaluation and review and is constantly striving to improve even further.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1998. Its improvement since then has been very good. Teaching, leadership and management, curriculum provision and the provision for pupils' spiritual, moral, social and cultural development have all improved significantly. There have been improvements in overall academic standards, pupils' attitudes and behaviour, the way that the school cares for its pupils and relationships with parents. There are no areas which have declined.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	B	D
Writing	C	A	C	E
Mathematics	A	A	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The relatively lower than usual results in 2002 were due to the effect of variations in the pupil population. For example, the group that sat the tests in 2002 had a significant proportion of pupils with relatively advanced special educational needs. Current standards are again well above average in English overall, mathematics and science. Within English, however, standards in writing are relatively weaker and are above - rather than well above - average. The school analyses its results very carefully and targets support effectively at specific groups of pupils. The school's trend in improvement is in line with the national trend in writing and mathematics – but above this in reading. The school was given an 'Achievement' award by the Department for Education and Skills in 2002.

Pupils enter the school with attainment which is broadly at the expected levels, and leave with standards that are frequently well above average. Their overall achievement, therefore, is very good. This is substantiated by the analysis of data showing the progress made by pupils as they proceed through the school. (This data indicates that a high proportion of the relatively weaker group of pupils who sat the statutory tests in 2002 actually achieved well in relation to their prior attainment). The achievement of pupils with special educational needs and those with English as an additional language is also very good. There is no significant difference between the achievement of boys and girls. Appropriately challenging non-statutory targets for further raising standards in literacy, numeracy and science have been set and the school is on course to meet these. Most children in the Foundation Stage will meet the Early Learning Goals by the time they reach Year 1 and many are likely to exceed these. Standards are also well above the expected levels in art and design and in design and technology. They are above the national expectation in information and communication technology, religious education, geography and history and at the expected level in music and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good and a particular strength – the pupils are enthusiastic about school and are very involved in all its activities.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils are polite, thoughtful and welcoming.
Personal development and relationships	Very good – the school has a very inclusive culture where everyone is valued and differences are respected. The pupils respond well to opportunities provided for them to take responsibility.
Attendance	Good and above the national average. Unauthorised absence is below the national average.

The pupils take a pride in their work and want to succeed. They work and play well together and are willing to share and to take turns. They are able to sustain concentration in most lessons, which contributes well to the progress they make. There is a calm and constructive atmosphere in the school and relationships are very good at all levels.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good.	Very good.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is very good overall and there are examples of excellent teaching at both stages of education in the school. This is having a very positive impact on standards, achievement and the quality of pupils' learning. A particular strength of the teaching at the school is that teachers have a very good understanding of the National Curriculum. This – combined with detailed and very well focused planning – supports the development of pupils' knowledge and understanding very well. The management of pupils is excellent overall and impacts very successfully on attitudes, behaviour and relationships at all levels. Teachers regularly communicate enthusiasm, stimulate intellectual curiosity and promote a high level of pupil motivation. Methods are varied and appropriate to the context of lessons, with pupils being encouraged from an early age to develop the ability to work independently. Lesson objectives are shared with the pupils at the beginning of lessons, so that they are clear about what they are expected to achieve, and returned to at the end so that they can assess how successful they have been. In a very small number of isolated lessons, discussions are allowed to go on too long, minor lack of concentration is not dealt with quickly enough or the pupils are under directed. Pupils with special educational needs and those with English as an additional language are very effectively supported in lessons by teachers and support staff. English – including literacy – and mathematics – including numeracy – are both taught very well and both subjects are made interesting for the pupils. Science and religious education are also taught very well. Teaching in design and technology, information and communication technology and art and design is good. Teaching in music and physical education is satisfactory. It was not possible to judge teaching in history or geography. Overall teaching at the school meets the needs of the pupils very well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall – the school offers its pupils a rich curriculum that is varied, relevant and vibrant.
Provision for pupils with special educational needs	Very good – these pupils are very well supported and make very good progress against their prior attainment.
Provision for pupils with English as an additional language	Good overall – pupils are well supported in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall – provision for pupils' spiritual, moral and social development is very good, while that for their cultural development is good.

How well the school cares for its pupils	There are very good procedures in place for monitoring pupils' progress - particularly in the key areas of literacy and numeracy. Assessment information informs planning very well. Procedures for promoting and monitoring good behaviour are also very good.
--	---

The school's links with the parents are good and most have a high regard for the school. The community also contributes well to pupils' learning. The provision of extra-curricular activities is very good. There are good procedures in place for child protection and ensuring pupils' welfare. This is a highly inclusive school where pupils are respected and cared for very well.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall management at the school is very good. The headteacher provides inspirational leadership. She is very well supported by a proactive management team. All staff are enthusiastic, have a high level of commitment to further improvement and the capacity to achieve this.
How well the governors fulfil their responsibilities	The governing body has a very good understanding of the school's strengths and areas for further development and fulfils its statutory duties very well.
The school's evaluation of its performance	Very good – the school continually monitors its performance and takes appropriate action. Teaching is regularly monitored by senior staff.
The strategic use of resources	Very good – the budget is constructed fully in regard to the school's needs and resources are used very well to support pupils' learning.

Resources are sufficient overall and there are strengths in those available to support information and communication technology and children in the Foundation Stage. Overall staffing levels are good. Accommodation is satisfactory overall. The school has good regard for the principles of best value. There are regular consultations with all relevant parties, competitive purchasing and some comparison with similar schools.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They feel comfortable about approaching the school.</li> <li>• Their children like school.</li> <li>• The teaching is good.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• They are not kept well enough informed about how their children are getting on.</li> <li>• Their children do not get the right amount of homework.</li> <li>• The school does not work closely enough with parents.</li> </ul>

The team agreed with the positive comments. It did not support the concerns.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. At the time of the last inspection, standards were above average in English, mathematics, design and technology and geography. They were at the expected levels in the other subjects. There have been improvements in nearly all subjects. The improvements in science and art and design have been very good. Standards have remained the same in geography and physical education. There are a number of reasons for the improvement. Overall curriculum provision is now better and planning is more thorough, with built in safeguards to ensure that pupils' knowledge and skills develop in a progressive way as they move through the school. A very good number of extra-curricular activities further enhances the very rich curriculum that is provided. There are very effective strategies in place to monitor planning and teaching and to track pupils' progress. Data is carefully analysed to identify individuals and groups of pupils who might be underachieving and to direct resources appropriately. Flexible sets have been introduced in Year 2 for mathematics. All staff - including the school's management - are highly committed to maintaining good academic standards - as well as supporting pupils' full personal development. The main reason for the improved standards, however, is the significant improvement in the quality of the teaching throughout the school since the last inspection. Teachers have a very good understanding of the National Curriculum and employ methods that motivate the pupils and maintain their interest. Their excellent management of the pupils ensures a very high standard of behaviour. Teachers communicate enthusiasm and ensure that relationships in lessons are very good. There is also a significant contribution to standards from the good number of well trained, committed and effectively briefed support assistants.
2. The majority of pupils on the special needs register achieve very well. A recent sample tracking of pupils across the register showed that almost seventy per cent of them made very good progress, whilst a further twenty two per cent made good progress. Targets are specific, realistic and often challenging. They are measurable and attainable and reviewed regularly. When they are not met, they are sympathetically amended in order to make them more accessible. Pupils with English as an additional language also achieve very well. Their results in statutory assessments are significantly higher than the local authority average for similar groups. The very good achievement of pupils with special educational needs and those with English as an additional language is again a direct result of the high quality of the teaching and support at the school - as well as the way the provision is managed.
3. Standards in speaking and listening are well above the national expectation. By the end of Year 2, most pupils use a wide vocabulary and speak in properly constructed sentences. Their rich vocabulary serves them well in class discussions across the curriculum. The pupils also listen courteously to one another and contribute to debate in a considerate manner. Standards in reading are also well above average by the end of Year 2. Most pupils read fluently and offer appropriate opinions on what they have read. Some read aloud with particularly effective expression and are beginning to identify themes and features of characters, referring to the text to support their points. Most pupils know how to locate information in the library using alphabetical knowledge. The vast majority of the pupils write with a clear, neat script. Higher attainers use joined up writing, spell accurately and write at length – but this is not always the case with average and lower attaining pupils. Pupils of all levels of attainment write for a wide range of purposes and audiences. The school is aware that writing is relatively weaker than the other two elements of English and has focused well on it. Handwriting and spelling are taught regularly and there are many opportunities provided for pupils to write at length. Teachers' expectations are high and standards are improving.
4. By the end of Year 2, higher attaining pupils have a very good grasp of number facts and well-developed skills in mental calculation. Average attaining pupils understand place value and can half and double, while lower attaining pupils have a basic understanding of tens and units. Most pupils have a good knowledge of basic measures and are developing a secure understanding of

fractions. They can identify two and three-dimensional shapes and explain their properties. They collect data, and from this produce simple graphs and tables. Mathematical vocabulary is well developed. There are particular strengths in investigative science. Year 1 pupils, for example, conduct investigations into the effect of different materials on the movement of vehicles down a ramp. Most are clear about the need to only change one variable at a time and many are already developing an understanding of the concept of 'fair testing' in scientific investigations. By the end of Year 2 most pupils have a very good understanding of a wide range of scientific information, being able to construct and draw circuits, for example. In art and design, pupils throughout the school use the example of major artists to support their own work. Year 1 pupils, for instance, examine a famous Holbein portrait before producing their own effective pencil portraits. Year 2 pupils use a Tiffany stained glass window as an exemplar before painting particularly good quality landscapes of their own. Most appreciate and can identify the key features of these artists' styles and evaluate their own and one another's work at various levels. When building structures in design and technology the pupils are able to consider the weight bearing attributes of different materials. Their design briefs are thorough and they can account for their choices of materials and tools.

### **Pupils' attitudes, values and personal development**

5. Pupils' attitudes, values and personal development are a strength. They are keen to attend the school and play a full part in its life, including the very good range of extra-curricular activities. They have a very good attitude to their work and this makes a major contribution to their learning. Pupils participate enthusiastically in their lessons and are keen to respond to questions. They mostly pay attention to their teachers and get on well with the task given. Pupils take a pride in their work. They are able to sustain concentration and this assists their progress. Parents state that their children enjoy attending the school and are keen to learn. In a very small number of lessons seen during the inspection, a minority of pupils did not listen carefully enough to their teachers and chattered inappropriately.
6. However, the behaviour of the pupils - including those with special educational needs - in class and around the school, is normally very good. Parents are very pleased with the standard of behaviour achieved in the school. Pupils are polite, thoughtful and welcoming to visitors, for example, they will hold doors open for others. They listen when others are speaking in class and respect the feelings, values and property of others. The concept of 'Golden Time', which the school has adopted, is an effective tool for behaviour management and works for the vast majority of pupils. The school successfully achieves its aim of encouraging self-control, respect, consideration and politeness. There is generally a calm, working atmosphere in lessons. There were no exclusions in the year prior to the inspection. Relationships, between pupils and between pupils and adults are very good. The school has a very inclusive culture, where everyone is respected and differences are celebrated. Pupils work and play together well. They are willing to share and take turns. Pupils gain in confidence and self-esteem through the school's programme of personal, social and health education. There is a number of ethnic minority pupils and they are fully integrated into the life of the school. There are no racial incidents recorded.
7. The personal development of the pupils is very good. They respond well to the opportunities given to take responsibility. All pupils have duties in their class, like taking the register to the office. As well, all pupils are encouraged to take responsibility for their own actions and to learn independently. Pupils collect for a wide range of charities and put on performances for parents. The Year 2 pupils have wider duties around school, like helping to clear up after lunch and holding doors open before and after assemblies. Pupils show initiative by putting forward ideas for how the school could be improved. In one class a pupil showed concern about the poor in Morocco and said she would like to raise money to send to them. The level of attendance is good and has improved since the previous inspection. Attendance in 2001/02 was 95.2 per cent, which is above the national average. The level of unauthorised absence is better than the national average. The main reason for absence, other than illness, is holidays taken in term time. The school has made great efforts to try and persuade parents not to take holidays during school time. The registers are marked regularly but, in a few cases, greater care is required to ensure that all pupils are marked present or absent. Most pupils are punctual but a small number do arrive late and a few are

persistently late. The otherwise good level of attendance and punctuality has a positive impact on the attainment and progress of the pupils concerned. In the previous inspection report it stated that attitudes were positive and behaviour and relationships were good. These elements are now all very good.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

8. The very good quality of teaching in both the Foundation Stage and Years 1 and 2 is another strength of the school. In over eight out of ten lessons teaching is good or better, and in over six out of ten lessons it is very good or excellent. There has been very good improvement in teaching since the last inspection, when teaching was judged to have been satisfactory. The school has successfully addressed all the areas identified as requiring improvement. There has been a consequent increase in the amount of very good and excellent teaching. The high proportion of good, very good and excellent teaching is having a very positive impact upon standards, pupils' achievements and learning.
9. A spirit of teamwork and a corporate approach enables a consistency of very high quality teaching to be maintained throughout the school. Teachers' subject knowledge and understanding is very good overall. Most classes in each year group experience a similar quality - thanks to regular monitoring of lessons by managers and co-ordinators and detailed constructive feedback to class teachers. The National Literacy and Numeracy Strategies are delivered to a very good standard. All teachers have a very good knowledge and understanding of the concepts and skills required enabling them to teach confidently. They have a detailed knowledge of the National Curriculum and of the local agreed syllabus for religious education. They understand the programme across all the subjects and the progression through it. Teachers communicate enthusiasm, stimulate intellectual curiosity and promote a high level of pupil motivation thanks to very good relationships and excellent classroom management. As a result pupils quickly acquire new skills, knowledge and understanding.
10. The quality of teaching of English and mathematics is very good. The school has developed the National Literacy and Numeracy strategies to meet the specific needs of its pupils. Very good methods are used to make whole class sessions in both literacy and numeracy interesting and exciting for pupils. Resources and materials are very well organised and used to very good effect. A very good English lesson for Year 2 blended ancient and modern by using the stimulus of a traditional Chinese story and a computer program to reinforce grammar. This led pupils very well to the expression of their own ideas in a 'Cinderella'- type story. In literacy teachers regularly extend pupils' vocabulary and their use and understanding of language by good modelling, grammar exercises and computer programs. Pupils learn to use a dictionary and thesaurus very well. Teachers use, and reinforce, appropriate subject-specific vocabulary throughout the curriculum. Lessons are delivered at a good pace and as a result, pupils' achievements are of a high level. There are carefully planned opportunities for numeracy and literacy skills and knowledge to be taught across the subjects of the curriculum. In religious education, for example, the story of Jesus' feeding of the five thousand included a brief session to reinforce numeracy skills through the concept of the size of numbers, comparisons and estimates.
11. Teachers' planning is detailed and clearly focused. It is of very good quality, especially in literacy and numeracy. This is a significant improvement since the last inspection. Teachers adapt the work to the particular needs of children and pupils in their class very successfully, relating planned work to the previous learning and attainment of pupils. For example, pupils work in sets for numeracy in Year 2. Within those sets the lesson planning additionally ensures that the class teachers and assistants are aware of which pupils may need more help and clarification, and the range of tasks takes account of those pupils who can move forward faster, perhaps unaided. Teachers vary their approaches and use different methods to hold pupils' interest. Throughout the school, from the nursery to Year 2, pupils are consistently encouraged to develop independence and to make sensible decisions about their own learning. They are keen to be involved, very interested and concentrate very well as a result of the variety of activities and the very effective use of time. Teaching assistants support this process very well. They also play a very effective part in supporting teachers, using similar techniques and paying careful attention to pupils' errors and

misconceptions, using them constructively to take pupils' learning forward. In an occasional lesson, discussions are allowed to go on too long, leading to a few pupils becoming less attentive, or the pupils are under directed.

12. Teachers and teaching assistants use information and communication technology effectively. Good use is made of computers in classrooms, as in Year 2 science lessons when pupils worked in turn on a program to develop their understanding of electrical circuits before tackling them in reality. There is carefully planned use of the computer suite where computers are used to support learning in virtually all subjects of the curriculum. For example, pupils in Year 2 developed their knowledge and understanding of geography, their general research skills as well as their specific computer skills by using the Internet to discover information about deserts. Teachers and teaching assistants provide very effective support for pupils with special educational needs and for those with English as an additional language. Teaching assistants are very well deployed and have a very good understanding of individual pupils' learning requirements, which they meet very effectively. Teachers make sure that all adults, whether teaching assistants or volunteers, know in advance what the lesson objectives will be and how they will be achieved - so their efforts may be concentrated to best effect. This especially includes very good questioning which involves every pupil, giving opportunities for speaking and listening at a level matched to ability. Individual education plans include clear targets. These are implemented and regularly monitored by teachers to sustain the pupils' achievement.
  
13. In lessons throughout the school there is very clear presentation of content and learning objectives. These are shared with classes at the start of lessons and regularly reviewed at the end so everyone knows what is expected from them and how well they are moving towards their goals. Teachers' expectations are high and they understand what each pupil needs to learn in relation to each relevant National Curriculum level descriptor, As a result, pupils learn how well they are doing and what they need to do to improve. Teachers' marking of pupils' work is very good and consistent throughout the school. Guidance is offered by subject co-ordinators in order to set termly targets for pupils' attainment. Teachers recognise very effectively the level at which pupils are attaining, and assess pupils consistently against attainment targets. Written and verbal comments are positive and related to group and individual targets. Pupils have, therefore, a very good knowledge of their own learning and the things they need to do to improve. Pupils' progress in lessons is carefully assessed, particularly in literacy and numeracy, and pupils' work is tracked through the school, to determine whether achievement is as high as it needs to be. Homework is used well, from the reception year onwards. Reading and learning tasks are set regularly for younger pupils and subsequently reviewed within lessons. Older pupils undertake regular written tasks also. Homework is a planned part of lessons and is constructive in supporting pupils' learning.
  
14. The excellent management of pupils ensures a very high standard of behaviour, providing a learning atmosphere that is settled. Pupils progress smoothly without interruptions or disruption. Teachers motivate children and pupils by praising good work and attitudes rather than dwelling on weaker aspects or criticising pupils. As a result pupils want to learn and enjoy showing the teacher or teaching assistant how well they are doing. When it is necessary to correct a pupil, teachers do this sensitively. This avoids confrontation and pupils work harmoniously in an atmosphere that values their contribution. The very good example set by teachers has a significant impact upon the way in which pupils behave toward each other. Teachers listen carefully to pupils, analysing their responses and responding constructively. All this has a positive impact upon their learning, creating a very productive atmosphere. In a very small number of lessons, the inattention of a small number of pupils is not dealt with quickly enough. The quality of learning is very good overall and most pupils achieve very well. Pupils listen very well and settle sensibly to work. Most sense that they are learning well and that their contributions are valued - so they participate in lessons with confidence. The productive atmosphere enables pupils to enjoy learning and in consequence they want to do well. Their independence is encouraged, for example, in pair and group activities, and they make the most of opportunities provided to take some responsibility for their own learning. There is a sense of purpose in all that they do, which has a very beneficial impact on their learning.

## HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

15. The school provides a very good range of learning opportunities. These are suitably broad and balanced, meet the national requirements and the requirements of the locally agreed syllabus for religious education. All the pupils have excellent access to the whole curriculum, as it is particularly relevant to the needs of all pupils and aptitudes. In addition, it is very effectively enhanced through educational visits and visitors. As a result, the school offers its pupils a rich curriculum that is varied, relevant and vibrant. The curricular and other opportunities offered to pupils are socially inclusive. The practice and impact of this are seen in the curricular policies, which emphasise the importance of oracy, literacy, numeracy and information and communication technology as the foundation for learning. In addition, the pupils are effectively taught to value their own and others' cultural traditions through personal, social and health education and citizenship. A particular strength is carefully planned and imaginative activities that meet the learning objectives of all attainment groups very well.
16. There are policies and schemes of work for all subjects. The school has steadily adapted national guidelines and continues to monitor each subject on a regular basis. The strategies for teaching literacy and numeracy skills have been very effectively implemented and consequently are having a positive impact upon standards in those subjects and across the curriculum. These strategies have been implemented without neglecting standards elsewhere. There are very good cross-curricular links between subjects, which help the pupils to apply their skills and to improve them. Consequently, standards in basic skills are well above average. The school makes very good provision for pupils' personal, social and health education and this results in their clear understanding of the requirements of a healthy lifestyle. During the inspection, the pupils in Year 1 were observed learning about different groups of food. During the discussion, the pupils confidently talked about carbohydrates which 'give us energy', or fruit and vegetables which 'provide us with vitamins to help keep our bodies healthy'. They understand that sweets should be eaten only occasionally, and that 'they should be eaten as a treat.' The teacher extended this understanding by providing the pupils with an opportunity to evaluate their daily food intake and to consider where they can make improvements. The school uses the 'Life Bus', where the pupils can learn at first hand what they need to do to maintain a healthy lifestyle. These experiences are reflected in the pupils' very high levels of knowledge and understanding of health.
17. The previous inspection referred to unsatisfactory provision for extra-curricular activities. Since then, the school has fully addressed this issue. As a result, there is now a very good range of activities. These include gym clubs, ocarina, tennis and French. These activities give the pupils opportunities to take up interests and to mix socially with others. The school deliberately does not timetable extra-curricular activities at lunchtimes, to ensure that pupils have sufficient time to enjoy their mid-day meals, without hurrying. Parents of nursery children, in their pre-inspection comments, were critical of the lack of provision for extra-curricular activities for that age group. However, the judgement of the inspection team is that these would not be suitable for children in the Nursery of three years of age.
18. The curriculum for children in the Foundation Stage is very well constructed. The staff provide them with a very wide range of activities, routines and experiences that are carefully chosen to match the learning needs of the children. The consistent, very high quality of teaching is evidenced in the way the teachers seize opportunities to link learning across all areas of learning. In addition, there is a very strong emphasis on fun and enjoyment of learning. These factors contribute to children having a really positive start to their education. The provision for children with special educational needs is very good. Activities are carefully modified to ensure that children's individual needs are met. Nevertheless, tasks are challenging and rigorously planned. Learning support assistants are fully included in all aspects of the provision, are well briefed and form a very strong, knowledgeable and caring team. Supported by the school, many have attended recent courses covering areas such as behaviour and language development. All pupils with special educational needs have full access to a broad and balanced curriculum. Individual education plans are drawn up for them by the special educational needs co-ordinator in conjunction with class teachers and learning support assistants and, where appropriate, with outside agencies. Targets set are usually attainable and

realistic and are often well focused. Overall the plans are of a very good quality, but would be even further enhanced by the inclusion of success criteria so that learning support assistants and pupils would have a clearer understanding of when a target is reached. The register of pupils with special educational needs is well maintained and updated each half term by the co-ordinator. It fully reflects the most recent Code of Practice. Provision for pupils with English as an additional language is good. They are well supported in lessons by teachers and support staff. A part time teacher normally provides additional support – but she was absent during the inspection due to ill health.

19. Provision for spiritual, moral, social and cultural development is very good and this is an improvement since the last inspection. Then moral and social development were good, spiritual development was satisfactory and cultural development unsatisfactory. Provision for spiritual development is now very good. Pupils are regularly taught in an inspirational atmosphere. They were observed marvelling at the beauty of flowers and being amazed when a light bulb lit up. The statutory requirement to have a daily act of collective worship is met. The religious education curriculum gives opportunities for pupils to explore different religious beliefs and the way in which they impact on peoples' lives. For example, the Muslim and Jewish faiths were explained to pupils by visitors. The school has successfully developed an inclusive climate, within which all pupils can grow and flourish, respect others and be respected.
20. Provision for the pupils' moral development is very good. The school promotes racial and religious equality and pupils are encouraged to take responsibility for their own actions. The school provides a clear, moral code based on the 'Golden Rules'. These are promoted consistently through the school. Parents report that the school gives a good grounding to pupils' understanding of right and wrong. The school actively encourages pupils to think about the less fortunate and to raise money for charities at home and abroad. The equal opportunities for all pupils is actively encouraged and promoted. All adults in the school are very caring and pupils learn from their good example. Moral themes are discussed during personal, social and health education and during circle time. The provision for social development is very good and actively helps pupils to develop the qualities that are valued in a modern civilised society. The school gives opportunities for the pupils to take responsibility and show initiative. Pupils work in groups and pairs where they are encouraged to converse and work co-operatively. A high importance is given to the need to have very good relationships, both between pupils and between pupils and adults. Pupils are encouraged to take responsibility for their actions.
21. The provision for cultural development is good. Care is taken to develop an understanding of the pupils' own cultural heritage through literature, music, art, craft, dance and visits to places of educational interest. Christmas productions are a regular event. Pupils' understanding of cultural imagery is extended through work on different religions. Different cultures and languages are explored. In one class, a pupil of Indian origin spoke in her native language and then interpreted for her fellow pupils. At the entrance, there is a display of welcome in many languages and, in the dining area, there is a display about the Chinese New Year. In the hall the colours of the world flags are displayed. There is a number of multi-cultural instruments in the school. In one class the instruments from around the world were linked to their country of origin in a world map. Indian dancers and storytellers come into the school. The contribution of the community to pupils' learning and the constructiveness of relationships with partner institutions are good. The local community is fully involved in special events, like the Summer Fair, craft fairs and tabletop sales. Representatives of the police, fire and ambulance services come into school to speak to the pupils on issues like safety. The school has good links with the Society of Model Engineers and pupils visit the nearby miniature steam train. There are links with a local food store, a playgroup and health centre, where some of the work of the pupils has been displayed. Trainee teachers, on teaching practice from local colleges, come into the school, and nursery nurses also do some of their training in the nursery. The school is involved in a ten-school cluster of local schools involved with an 'inclusion' programme. There is a link with the adjacent junior school on the development of information and communication technology.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

22. Since the last inspection, the school has established very good procedures to assess and monitor pupils' progress in the core subjects. A full programme for assessment in Foundation subjects was instigated in September 2002. The current policy was rewritten at this time and, there are also written guidelines for marking, presentation and record keeping. Each subject co-ordinator has been trialing assessment procedures and recording formats during the year. Final decisions about subject assessment and recording formats are to be made in the summer so that agreed systems can be used across the school from September 2003. Assessment results are recorded so that pupils' achievements can be tracked year by year in the core subjects of English, mathematics and science. These are related to national standards and give the school reliable data from which it can set pupils' individual targets. Pupils are very involved in this process and targets are shared with parents at parents' evenings. It is a system that is particularly well developed in the area of writing, which has been a curriculum focus this year, and which now provides a very good model for other subjects. The assessment co-ordinator organises 'tracking weeks' in September, January and May so that data can be collected and analysed to determine subject strengths and weaknesses. Data is used well to monitor the progress of different groups of pupils such as boys and girls. Core subject co-ordinators are individually involved with the assessment co-ordinator in the analysis of data relating to their areas of responsibility. The area is well led by the co-ordinator. The school has very effectively addressed the areas of concern in assessment and recording procedures identified at the time of the last inspection. Assessment is now being used very well to identify what pupils need to learn next.
23. Pupils with special educational needs and those with English as an additional language are very well integrated into the caring environment of the school. There are good procedures in place to identify pupils who may have a learning or physical disability. When a concern is first raised, either by a parent or a teacher, the pupil is monitored. If necessary, the pupil is placed on the appropriate stage of the school's special educational needs register. Pupils requiring specialist help have this provided. Pupils who have English as an additional language have their level of English acquisition assessed and monitored using appropriate strategies.
24. The steps taken to ensure the pupils' welfare, health and safety are good and have a positive effect on the overall quality of pupils' life at the school. The teachers know their pupils well, recognise their needs and give them good support and guidance. There is a positive, caring ethos. The school has a health and safety policy. The site manager and a governor carry out termly safety inspections of the buildings and grounds. Risk assessments are also done. Reports are made to the governing body and action taken on any concerns. The school receives regular visits from the educational psychologist, the education welfare officer, the school nurse and the dental health team. There are nine fully qualified first-aiders in the school. The school has a well-equipped medical room, and a fully qualified clerical assistant deals diligently with the pupils' injuries and any medicinal needs. A community policeman contributes to the safety programme in the personal, social and health education curriculum.
25. The school has an appropriate child protection policy and overall practice is good. The headteacher is responsible for its implementation and has received the necessary training. All members of staff have a copy of the policy but have not received formal training. The school's procedures for monitoring and supporting the pupils' personal development are good. They have a positive impact on raising the pupils' self-esteem. The personal development of the pupils is monitored by their class teachers and other adults in the school. Some formal records are kept and reference is made to the pupils' personal development in their annual reports. The use of class assistants to help monitor and record pupils' achievement assists teachers in their monitoring role. The pupils' personal development is assisted by a comprehensive programme of personal, social and health education, including regular circle time sessions.
26. The school's procedures for monitoring and improving attendance are good. Attendance is monitored by class teachers, the bursar, a clerical assistant, the education welfare officer and the headteacher. Parents are expected to inform the school on their child's first day of absence, giving the reason for the absence. Most parents do this. If there are any concerns about the length or patterns of absence, they are pursued by the school staff and the education welfare officer. The bursar monitors attendance figures very efficiently. The schools' procedures for monitoring and

promoting good behaviour and eliminating oppressive behaviour are very good. There is a 'Promoting Positive Behaviour' policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. Parents were appropriately consulted about the formation of this policy. The school has a set of 'Golden Rules', which are prominently displayed around the school and are well known by the pupils. At the end of the week, pupils can choose what to do during 'Golden Time', if they have maintained the 'Golden Rules'. Incidents of bullying are rare. When they do occur, they are dealt with speedily and correctly in accordance with the anti-bullying policy. There is no evidence of any racial incidents. In the previous inspection report it stated that support and guidance, health and safety, child protection and the monitoring of behaviour and attendance were satisfactory. The monitoring of personal development was inconsistent. All these areas have now improved; all are at least good and some are very good.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

27. Parents are supportive of the school and the links between the school and parents have a positive impact on the pupils' learning. The quality of information provided is good. Regular information letters are sent out to parents. In the parental questionnaire for this inspection, a small minority of parents did not think they were well informed about how their child was getting on. The inspection evidence did not support this view. The pupils' annual reports tell parents what their child knows, understands and can do, in each subject. In English, mathematics and science, targets for improvement and levels are given. There are three opportunities a year to discuss their children's progress with the class teachers. These sessions are very well attended. Brochures are supplied to parents at the start of the school year to advise on future work - so that parents can help at home. Curriculum information evenings, on subjects like literacy, are held and a booklet is supplied on supporting reading in the home. Parents are encouraged to spend at least fifteen to twenty minutes each day sharing and reading with their child. Year 2 pupils are given more formal homework in the form of mathematics, English and spellings. The management team monitors the provision of homework.
28. The parents' views of the school are good. The school's links with its parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. The Friends of the School are very active organising social and fund raising events like the summer fair, family discos, tabletop sales and a craft fair. The money raised has been used to provide books, shade in the playground and to purchase computer packages, all of which assist the learning of the pupils. Parents also collect vouchers to obtain resources for the school. The school has very good relationships with parents of pupils with special educational needs. Parents know who the special educational needs co-ordinator is, and teachers make regular contact with the parents of pupils who have individual education plans to review the targets that have been set. Parents provide very good support for the school and their children and play a significant part in the progress made by pupils with special educational needs. The school has a policy on volunteer helpers and around ten to twenty help on a regular basis. Parents who volunteer are given induction training so they are able to be used to full advantage by the school. All parents have signed the home/school agreement. Parental questionnaires, on subjects like homework, are carried out annually. Parents are invited to class and birthday assemblies and special events like festive celebrations and sports day. In the previous inspection report it stated that the Friends' Association was very active, and good, general information was supplied. This is still the case.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

29. Overall management at the school is very good and a significant improvement on that reported at the time of the last inspection. It is impacting very well on the quality of the teaching and on the achievement of the pupils. The headteacher provides inspirational leadership. She is both reflective and proactive, and cares deeply for the school and for all those, adults and pupils, who are involved with it. She observes all teachers at least once a term, providing oral and written reports on their performance. She sees the minutes of year group meetings and joins these regularly. She also monitors planning and looks at samples of pupils' work with a specific focus. Parents, staff and pupils regard her highly and she is a major driving force behind the school's very good

improvement since the last inspection. The deputy has a strong complementary role. In addition to her general management responsibilities, she has specific responsibility for the school's assessment procedures, co-ordination of the Foundation Stage and the management of the provision for pupils with English as an additional language. She also successfully carries out specific projects – such as the recent construction of an effective staff manual. There is a management team, which comprises the head, deputy and the year team leaders, and where appropriate, the school bursar. Other staff, for example the numeracy co-ordinator are included where necessary. This has a significant role in monitoring the school's performance, meeting weekly to discuss emergent and general issues such as standards, achievement, assessment procedures and the effectiveness of the behaviour policy. It was instrumental recently in constructing the draft of a new teaching and learning policy. Individual co-ordinators are enthusiastic and knowledgeable. They regularly scrutinise planning and samples of pupils' work. They support year group meetings when their subject is being discussed, make annual presentations to the whole staff on their subject's needs and progress, and produce subject specific action plans which contribute to the whole school development plan. All subjects have a period of specific focus when extra resources are allocated to them to enable, for example, teaching to be rigorously monitored. This is recorded on a school monitoring programme and takes place annually for the core subjects of English, mathematics and science, and about every three years for the other subjects. Routine administration is very effective. The school bursar is well qualified and has a significant role in the day to day running of the school. She is also proactive in other areas. For example, she was closely involved in the provision of the school's computer suite, has run basic training courses in information and communication technology for parents and support staff and – as a non teaching staff governor with named responsibility for information and communication technology – has observed lessons. As part of a business manager's course she is currently attending, she has produced an evaluation report on the development of information and communication technology in the school.

30. The school development plan is a thorough and comprehensive document that fully reflects the school's current developmental needs. It appropriately involves all relevant parties - including the governors - at appropriate stages. It is a valuable working document and its progress is regularly reviewed by staff and governors. Although there are no newly qualified teachers in the school at present, appropriate structures are in place to support them if the need arises in the future. The school does not suffer from any bureaucratic constraints, but it has experienced some recruitment difficulties. Provision for pupils with special educational needs is very well managed. The headteacher – who is special needs co-ordinator – provides good and effective support and guidance to all teaching and support staff. The school uses money allocated to special educational needs very well. The specific budget for spending on learning resources is used well both to support pupils with Statements of Special Educational Need and also to provide more general learning support for other pupils on the special educational needs register. The school's general budget also provides extra money to support these pupils. All statutory requirements in respect of pupils with special educational needs are fully met. Management of the provision for pupils with English as an additional language is good. Appropriate structures are in place for tracking these pupils and ensuring that they make appropriate progress in English language acquisition. There has been recent training from local authority specialists. Many of these procedures, however, are relatively new – being a reflection of the recent changes in the nature of the school's population – and have not had time to fully bed in yet. This, however, is an extremely inclusive school. All pupils are highly regarded as individuals by staff and are well prepared for life in a multi-cultural society.
31. The governing body has a very good understanding of the school's strengths and areas for future development, and fulfils its statutory duties very well. It is very supportive of the school. Individual governors bring a range of skills to their role. They include, for example, those with a background in banking, the police, teaching, human resources and local government. There are a number of active committees, which help the governing body as a whole to operate more effectively. These are kept well informed by the headteacher and other members of staff. Individual governors – including those linked with literacy, numeracy, information and communication technology and special educational needs visit the school at regular intervals to meet the relevant co-ordinators and to view teaching. The governor with responsibility for special educational needs is very

knowledgeable and provides informed reports on the provision to all full governing body meetings. Procedures for performance management are fully in place and very well embedded in the school's structures for improvement.

32. Strategies for budget construction and monitoring are very good and reflect the school's priorities very well. The finance committee of the governing body is very active and is kept very well informed by the bursar and headteacher. There are appropriate structures in place for the delegation of spending to the headteacher. There has been an above average carry forward of funds from one financial year to the next. This was partly related to provision for the school's recent expansion. Money has also been wisely retained to develop the playground further after proposed building works at the adjacent junior school have been completed. Parents have raised substantial sums of money to support the school and this is greatly appreciated. The school has good regard for the principles of best value. Several quotes are obtained for all major purchases, recent examples including the computer suite, new hall windows, security doors and re-surfacing the playground. Pupils and parents are consulted appropriately, with annual questionnaires being sent to the parents, for example. Some comparison takes place with similar schools in the area – mainly through the local school group of headteachers. Grants provided for the training of teachers are used very well.
33. The match of teachers to pupils is around the national average. The number of support staff is above the national average and they contribute very well to pupils' achievement and quality of learning. Resources for learning are sufficient and there are strengths in those available for children in the Foundation Stage and for information and communication technology. Accommodation is satisfactory overall. Ethos is very excellent. The school is very effective and provides very good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The inspection team found no areas where significant improvement is required. The school is very effective. It has very good procedures in place for self-evaluation and review and is constantly striving to improve even further.

However, although there are no key issues, there is one minor point that the school should consider for inclusion in an action plan. This relates to standards in writing and is found in paragraphs 3 and 48. (The school is aware of this matter and is already beginning to address it).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	31	14	7	1	0	0
Percentage	5	55	25	13	2	0	0

*\*\*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.*

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	34	218
Number of full-time pupils known to be eligible for free school meals	0	13

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	19

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	43

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	95.2

#### Unauthorised absence

	%
School data	0.1

National comparative data	94.1
---------------------------	------

National comparative data	0.5
---------------------------	-----

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	39	25	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	35	38
	Girls	23	24	24
	Total	52	59	62
Percentage of pupils at NC level 2 or above	School	81 (97)	92 (97)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	38	38
	Girls	24	24	25
	Total	56	62	63
Percentage of pupils at NC level 2 or above	School	88 (97)	97 (100)	98 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	124	0	0
White – Irish	2	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	10	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	3	0	0
Chinese	0	0	0
Any other ethnic group	9	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes****Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	20.7
Average class size	24.1

**Education support staff: YR – Y2**

Total number of education support staff	11
Total aggregate hours worked per week	237

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	11.6

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/2002
	£
Total income	594316
Total expenditure	597951
Expenditure per pupil	2481
Balance brought forward from previous year	62367
Balance carried forward to next year	58732

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	283
Number of questionnaires returned	84

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	49	44	5	0	2
Behaviour in the school is good.	51	43	1	0	5
My child gets the right amount of work to do at home.	32	50	12	1	5
The teaching is good.	52	45	0	0	3
I am kept well informed about how my child is getting on.	38	40	18	0	4
I would feel comfortable about approaching the school with questions or a problem.	69	29	0	0	2
The school expects my child to work hard and achieve his or her best.	58	37	1	0	4
The school works closely with parents.	38	48	12	1	1
The school is well led and managed.	63	33	1	0	3
The school is helping my child become mature and responsible.	51	45	0	0	4
The school provides an interesting range of activities outside lessons.	33	43	6	2	16

**PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

**AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

34. Children enter the nursery class with broadly average knowledge, understanding and skills. They make good progress, so that they are on course to exceed the Early Learning Goals in all areas of their development by the time they enter Year 1. In personal, social and emotional development, the children far exceed the requirements for this area of their learning. This is very good achievement over time and is a direct result of the consistent, very high quality of education provided by the teachers and other staff.
35. The previous report judged that the isolated position of the nursery unit resulted in some infant staff having little awareness how the nursery functioned. Since then, the school has ensured that there are now very close links between nursery, reception, and Years 1 and 2 classes, resulting in progressive learning for the children. The report judged standards to be above expectations in all areas of Early Learning Goals, except in creative development, where it was in line. The picture now is even more positive. Throughout the Foundation Stage, the quality of teaching is consistently very good in all areas of children's learning. Teachers and staff plan exciting activities, which engage children's imagination. As a result, the children are inspired to learn. The curriculum is in line with the government guidelines and assessment procedures are well in place, so that all staff know how well each child is progressing and can subsequently plan to extend children's development through the activities provided. In addition, there is a very strong emphasis on valuing each child, their home language and their culture. Consequently, all children feel treasured and included. All these factors create a very strong foundation for the children's future education.

**Personal, social and emotional development**

36. The children far exceed the Early Learning Goals in this area by the time they reach Year 1. They understand what is expected of them and they play and co-operate very well with one another. For example; in the nursery, the children discuss whether they have been kind to one another or used 'little voices'. The children evaluate whether they have achieved the rules and put smiley or sad faces accordingly. This is one example where the staff reinforce children's good behaviour successfully. This very good progress continues in the reception classes, where the teachers and staff plan carefully to provide the children with the best opportunities for personal, social and emotional development. These activities, which include moral and spiritual aspects, are all planned alongside intellectual development. The impact of this shows in the way that the children behave, work with concentration and co-operate with one another. All teachers and staff are excellent role models. As a result, there is a lovely, warm and welcoming environment that is conducive to teaching and learning.

**Communication, language and literacy**

37. Children make very good improvement in their communication, language and literacy over their time in the Foundation Stage. There are a few children who learn through English as an additional language. The very good teaching that they receive helps all children to develop their skills, so that, by the time they enter Year 1, the children attain above average levels for their age in this area of learning. In the nursery, the children communicate confidently and effectively through the very good opportunities provided by the teacher and staff. The children undertake different roles in the 'café' corner and serve food to the customers and visitors, explaining their own preferences and recommendations. During the phonics session, these children begin to sound out letters and to match them to their names and stories, on the computers. They read 'open' and 'closed' signs on the 'café' door. The children use the writing table to 'write letters' to each other. The nursery nurse helps the children to choose books and to discuss them. She records their responses. The assessment maintained by all staff is very thorough and information gained is used to plan the next step of the children. This is subsequently shared with reception teachers, who successfully build on children's progress in the three aspects of language.

38. In the reception classes, children are provided with ample opportunities for speaking and listening and for reading and writing. In the hospital corner, the children talk confidently to the visitor about the parts of their body such as skull, caterpillar bones or the skeleton. The children learn to put sounds together, in order to decode words. Through careful consolidation and reinforcement, the children learn to read words and phrases in the Big Book, such as 'What shall I see?' They recognise the title and read it with confidence. In a very good lesson the teacher linked these newly learned skills to writing. The children then wrote postcards about a train journey, remembering the address and a stamp, so that these could be delivered correctly. This is an example of very good links being made by teachers and staff across other Early Learning Goals.

### **Mathematical development**

39. Children achieve well in their mathematical development and begin Year 1 with knowledge, skills and understanding at a level that is higher than that expected for their age. In the nursery, the teacher and staff seize every opportunity to develop mathematical understanding. Already, the children know that 5 is more than 1 or 2 and that 'it is bigger than 4'. The teacher reinforced this understanding by inviting the class to celebrate a birthday. She explained that the child was 'three yesterday and she is now four.' The teacher consolidated this by lighting four candles on a cake for children to count and to blow out. They were delighted to see one candle re-light itself. The teacher linked this experience successfully to a nursery rhyme, by saying that 'they huff and they puff to blow the candle out.' Further first-hand activities, such as skittles, help the children to count the number of bottles that they manage to knock down and the number that is still upright. The children recognise shapes such as circle, squares and triangles.
40. In the reception classes, the teachers and staff build on children's secure knowledge of numbers and mathematical development. For example, the children are provided with mathematical problems to solve. These involve addition and subtraction, thereby successfully reinforcing children's understanding of these operations. A few of the children are hesitant with their responses – but still understand the concepts involved. Practical activities and recording of answers successfully consolidate mathematical understanding. The previous report criticised the use of worksheets. The school has fully addressed this issue. All mathematical investigations are planned carefully to ensure progressive learning, and written work is designed to reinforce this, as a record of what the children understand, know and can do.

### **Knowledge and understanding of the world**

41. The children learn effectively about the world around them through the teachers' carefully planned lessons, which stimulate their interests. Staff ask questions skilfully to develop children's knowledge and understanding. Activities enable the children to investigate their surroundings, find out about the past, present events in their own lives, and explore aspects of their environment. School grounds are used extensively for observing the changing seasons. In the nursery, the children examine a pot of daffodils and note how the flowers are beginning to wilt. The teacher explains to the children that 'these flowers will die and there will be bulbs left to grow into daffodils again'. The children are confident in using computers and successfully manipulate the mouse to access lines from nursery rhymes. In the home corner, they understand that the iron is 'hot'. When playing there, one child thoughtfully warned another, 'don't touch it', when he went too near the ironing board. In the reception classes, the children build on their previous knowledge and understanding. The children extend their information and communication technology skills through being provided with challenges such as choosing a thin brush, one colour and copying a line from an acetate sheet. The majority of children successfully manage to complete this task and print their patterns competently. The children learn about growth, and compare the conditions required for growing cacti and those for hyacinth bulbs at first hand, by growing these plants. They learn about transport, now and in the past. The children understand about the work of other people. The wide range of toys and materials enables the children to explore and to use their skills to make models of wheels, for example, and to name different part such as spokes.

### **Physical development**

42. Children develop their physical skills well and make good progress over time in the Foundation Stage, so that they begin Year 1 with their development exceeding the expected level for their age. The teachers and staff provide the children with a wide range of interesting activities. These help the children to improve skills such as climbing and jumping, as well as improving their finer motor skills, when using pencils and scissors. The children use the outdoor equipment, such as wheeled vehicles, and apparatus for balancing and climbing. During the inspection, the children were observed using the school hall, where they jogged, ran, skipped and hopped into a designated area, without bumping into one another. The teacher seized the opportunity to extend children's knowledge through the use of the large parachute, through questions such as 'What shape is this?' and counting the number of sections. The reception children regularly use the nursery play area on a rota basis. Plans are in hand to provide a specific outdoor area in the near future. The children efficiently change into their physical education kits and carefully fold their clothes into neat piles. In the hall, they use the space well, showing awareness of space, themselves and others. Some children, however, have less well developed ball skills than others. The children are made aware of the health and safety aspects of their physical education lessons, and consequently, they understand that they need to warm up and to cool down, when exercising. They use apparatus with increasing dexterity. The children make very good use of a variety of tools for painting, drawing, colouring and cutting. Standards in writing, colouring, cutting out, painting and sticking are improved by the attention given to this aspect of children's physical development.

### **Creative development**

43. The previous report judged that children's creative development was in line with expectations. Since then, the school has made improvements, and now the children exceed standards expected for their age, by the end of the Foundation Stage. Skilful teaching ensures that all children are given a rich variety of opportunities to develop their creative skills. As a result, the children make good learning gains. They express their feelings through exploring media and materials, music story making and imaginative play, as observed in the nursery. The children use movements to match action songs or make Humpty go up and down the wall by tugging on the pulley. They serve 'food' in the 'café', undertaking different roles, imaginatively. In reception classes, the children experience colour, texture, shape, form and space in two and three-dimensional art. They thoroughly enjoy regular opportunities to explore colour through painting. Very good links are made with other areas of children's learning. In a very good lesson, for example, when decorating trains, the teacher encouraged the children to 'use every space' as they did in the physical education lessons. They made skeletons out of white straws, sticking these on a black background. The children arranged them imaginatively, so that the figures indicated lively movements. There are very good opportunities for imaginative play, where judicious adult intervention extends children's learning further. For example, when the headteacher tried to make an appointment at the 'doctor's surgery', she was firmly informed that it was not possible to accommodate her for some five weeks, at least.
44. Throughout the Foundation Stage, teachers and staff make very good provision for children with special educational needs. The thoroughly maintained assessments are used to plan the next step of children's learning. A particular strength of these arrangements is the very good relationship that exists between them all, including parents and carers.

### **ENGLISH**

45. Standards have shown a good improvement since the last inspection. At that time they were above average. By the end of Year 2 they are now above average in writing and well above average in speaking and listening and reading. They are, therefore, well above average overall. These standards are better than the 2002 National Curriculum test results and reflect the school's overall test performance over the past few years. They represent very good achievement because pupils enter the school with literacy skills that are average. They make rapid strides in learning because the school adapts the National Literacy Strategy to suit the needs of the individual. Pupils of all prior attainments, including those with special educational needs and those for whom English is an additional language, receive the challenges which suit them best. Teachers value and respect all their pupils, who in turn gain confidence and competence in expressing themselves effectively.

As they learn to listen carefully and speak coherently, pupils develop a strong understanding of the use of vocabulary, grammar, and sentence structure that they then reuse independently in reading and later in writing. Boys and girls communicate very well. They contribute to lessons to much the same extent, and all regularly behave very well, displaying much interest and enthusiasm for their work.

46. Standards in speaking and listening are well above average. By the end of Year 2, pupils understand and respond to a variety of everyday classroom and other familiar instructions, statements and questions. Their ability to respond in clear speech, using Standard English, is well above average. Most pupils use a wide vocabulary and regularly speak in properly constructed sentences, not fragments. They confidently converse with adults; for example pupils undertaking a word-search eagerly pointed out the value of a certain classmate to their group task: 'There aren't many words that end in -ew and we've found a lot of them already. His name ends in -ew so he can find the words!' Pupils are encouraged to speak clearly and there is an increase in the breadth of their vocabulary as they move through the school. Teachers offer pupils high quality models to follow. This is partly a result of targeted vocabulary being consciously planned by teachers, an important aspect of lessons in all subjects. Very good vocabulary gives pupils the tools to express themselves imaginatively and creatively. For example, a girl corrected herself in a geography lesson: 'I keep thinking that an oasis is where you think you see water but there isn't any.' A classmate added quickly: 'No, that's a mirage.' Pupils follow the examples of their teachers and classroom assistants so speak politely to each other. For example, one average attaining boy unselfconsciously asked his friend: 'Could you possibly pass me that card please?' He received the equally courteous and articulate reply: 'Yes, certainly.' All teachers regularly use good strategies for promoting speaking and listening, with a strong focus on discussion both in groups and in classes as a whole. Pupils listen politely to each other and give way to each other's contributions in discussions so that these are constructive and do not degenerate into disputes. Drama too is used regularly to support the development of literacy across the curriculum. This was used effectively for example to support religious education through re-enactments of Biblical miracles, enhancing pupils' expression as well as providing a focus for thoughts.
47. Pupils' standards in reading are well above average by the end of Year 2. All pupils are taught an appropriate variety of reading skills such as letter sounds, and use pictures and context to help make sense of words. Most pupils read fluently and offer opinions about what they have read. Higher attaining pupils read very well independently and read aloud with particularly effective expression. In one reading session, for example, a higher attainer read articulately and with great expression, engaging his audience very well. Average attainers read with increasing expression and readily identify the main points of a text. Higher attainers are also beginning to identify themes and features of characters, referring to the text to support their points. Lower attainers read with less feeling and a little more hesitation, needing the occasional prompt to keep going, but generally sound out words well, which was not always the case at the last inspection. Pupils' read regularly at home. Their reading records are kept up to date by teachers so that they regularly attempt increasingly difficult texts. Average and higher attaining pupils understand how to locate information in the library using alphabetical knowledge. There is now a good stock of up to date books in classrooms and a small reference library located in the computer suite, but this is not catalogued in detail so does not give pupils the opportunity to reinforce their library skills as well as it could.
48. Standards in writing are above average at the end of Year 2 and are improving. There is regular attention to teaching spelling and handwriting. In consequence the vast majority of pupils are able to write in a clear, neat script. Higher attainers regularly join their letters and spell most words with a good degree of accuracy, but this is not always the case for average attainers, and is less frequent in the work of lower attainers. Higher attainers write regularly at length. They retell fairy stories, for example, in imaginative ways, introducing variations in their sentence structure and sequencing their work well. Average attainers develop their sentences into paragraphs but do not always punctuate them well or write at great length. Lower attainers write sequences of short sentences well but use a limited range of language to connect them together. Samples of the work of pupils of all levels of attainment show a good concern for accuracy and response to correction. Opportunities to write for a variety of different purposes throughout the school are good. For

example, pupils write poems, accounts and instructions, and they retell stories. They word-process their work effectively, selecting appropriate fonts and sizes. Word processing also helps them to draft and redraft their work, which contributes to growing accuracy. Teachers' expectations are high and they consistently model good presentation themselves. Pupils take care to follow the examples given. In consequence, they learn very well and both content and accuracy develop at a brisk pace.

49. The quality of teaching and learning has improved since the last inspection and is very good throughout the school. The key features of the school's approach lie in the development of listening and speaking, which is supported by excellent relationships between pupils and staff. Teachers build pupils' confidence by valuing what they say. They regularly present good models and give clear explanations and focused reinforcement so that pupils then use what they have learned independently. In a similar way the school is currently giving a major focus to reading, so that by exposing pupils to high quality work their own writing will improve in turn. Teachers plan carefully and clearly identify what the learning for each lesson will be. These aims are clearly explained to pupils in simple language at the beginning of the lesson. This gets the lesson off to a brisk start and helps pupils pay attention to what they are learning. The teachers ask a good range of questions, often directed at particular pupils to match their attainment or to hold their attention. A wide range of teaching methods is used, which helps to involve all pupils in their learning. Examples include group discussion, asking questions and the use of information and communication technology, which is especially valuable when pupils write their first drafts. Information and communication technology is also used effectively to support pupils with special educational needs; for example through a reading program used in Year 1. Listening stations are frequently used in classes to model good pronunciation and develop reading skills. The different language skills are regularly used in combination, which helps them to develop in a balanced way. Teachers' expectations of pupils' efforts and behaviour are high. The management of pupils is excellent, enabling lessons to run smoothly without interruption and pupils to learn very well. Learning support assistants work very well alongside teachers. They are well briefed and adopt many of the same techniques so that pupils, especially those with special needs, have the benefit of more individual attention to further their learning. Assessments are carried out regularly, consistently and positively and include the setting of very focussed personal targets for pupils. Lessons finish well. Teachers carefully review with the pupils what they have learned by posing key questions or asking pupils to talk about what they have learned. This helps to reinforce the pupils' new knowledge and further their speaking and listening skills. Consequently, they talk about what they have learned and have very good knowledge of their own learning.
50. In all subjects, literacy skills are supported and extended effectively. This is because the school makes good links between all aspects of its work. Key vocabulary is emphasised in all subjects, for example pupils use the more technical terms of science and mathematics and thereby describe their work with greater accuracy. Discussion features prominently throughout the curriculum so that in all subjects pupils develop their communication skills very well. The school's strategy for literacy is very well developed and the school regularly reviews and adapts it to meet the particular needs of its pupils. The leadership of the subject is very good. Subject documentation is now thorough and well focused. The subject co-ordinator is both evaluative and active in responding to findings. There has been very close monitoring of teaching. In consequence the right things are taught in the correct way, so that all pupils learn very well. Very good assessment systems have been established, which allow the school to track each pupil's progress carefully through the school. The information gained from assessments is used very well. It is now regularly conveyed to parents through good reports, and contributes strongly to the high standards achieved.

## MATHEMATICS

51. Pupil attainment is well above average overall. Their results in national tests over the last three years confirm that standards are well above the national average. This indicates an improvement since the last inspection when attainment was found to be above average. Achievement is also very good.
52. Pupils enter the school with skills and vocabulary similar to those of most pupils nationally. By age seven, higher attaining pupils have a secure grasp of number facts and their skill at manipulating numbers mentally is developing very well. These pupils recognise odd and even numbers, know the two, five and ten multiplication tables, and can share by 2. In a Year 2 lesson these were all being rehearsed during the mental introduction to the lesson and the teacher placed very good emphasis upon vocabulary during it. A small number of lower attaining pupils are still not fully secure in their understanding of some number operations. Through engagement in practical tasks, pupils have a very well developed understanding of the mathematical ideas of multiplication and division as, respectively, repeated addition and subtraction. They identify many two and some three-dimensional shapes and explain some of their properties. Pupils understand some basic measures; for example they tell the time on digital and analogue clocks and are developing a more secure understanding of simple fractions such as halves and quarters. Mathematical vocabulary is well developed. Pupils understand and correctly use words such as '*subtract*', '*minus*', '*length*' and '*width*'. Year 1 pupils use a range of mathematical signs knowledgeably, including '*greater than*' and '*less than*'. Average attaining pupils order numbers to 100 and have a basic understanding of hundreds, tens and units. They add coins to a value of a pound and understand the concept of halving and doubling. Lower attaining pupils have a basic understanding of tens and units and pre-measurement concepts such as longer and shorter. At the time of the last inspection, the school was criticised for not including adequate coverage of data handling in their teaching. This has now been addressed. Pupils collect data from which they produce simple graphs and tables not only in mathematics but in other subjects as well, particularly in science. Lower attaining pupils produce and interpret tally charts.
53. The quality of teaching is very good. All lessons seen were good or better and no unsatisfactory teaching was observed. This represents an improvement since the last inspection when teaching was found to be satisfactory. Pupils in Year 1 are taught in mixed ability groups, whilst those in Year 2 are set according to ability. This has proved very effective in raising standards and extending the pattern to both year groups is being considered currently. Teachers know their pupils very well, have high expectations and plan work appropriately for groups of different levels of attainment, building in a structured way upon the pupils' prior knowledge. Planning is very good and is carried out across year groups to ensure equality of opportunity for all pupils. Learning objectives are shared with pupils. Very good questioning and the use of ongoing assessment are also strong features. For example, teachers give pupils many opportunities to explain the strategies they use and, from this, assess how well they have understood new ideas or acquired new skills. The excellent working relationship between teachers and classroom assistants ensures that each group of pupils can be kept on task, working at an appropriate level with sufficient challenge for all. The discussion at the end of the lesson is used very well to recap on both the vocabulary and the mathematical strategies learned. Other good features include teachers' good subject knowledge, the maintenance of a brisk pace in lessons and challenging tasks. In a Year 1 lesson pupils were asked to find different ways of making addition and subtraction sums from a set of numbers. Pupils quickly worked out different patterns - that the highest pair of numbers produced the biggest answer and that adding two odd numbers gave an even number answer. Teachers have responded very well to the introduction of the National Numeracy Strategy and as a result teaching and learning in mathematics are very effective.
54. Teachers teach enthusiastically, make learning interesting and promote pupils' confidence well. As a result, pupils' have very good attitudes to the subject and participate fully in lessons. They answer questions and explain strategies, without fear of being wrong or ridiculed by others for giving wrong answers. Teachers make very good use of resources. In particular, support assistants make an effective contribution to teaching and learning. Teachers brief them well about their roles

and check on the effectiveness of their input during lessons. There is a good mix of worksheets and work completed in books. It is always marked and affirming or encouraging remarks are frequently added as well as comments describing how the work could have been improved. Homework is regularly set. Pupils in both year groups take a pride in their work and present it well.

55. Numeracy skills are also beginning to be developed within other subjects. In a science lesson, for example, pupils in Year 1 measured the distance travelled by toy cars. Measuring skills are also developed in design and technology and in art and design pupils learn about symmetry, pattern and shape. Information and communication technology is used to support numeracy where it is appropriate. It is recognised that this is an area that needs further development and money has been allocated to improve resources. The school's mathematics policy was updated in January 2003 and this update is awaiting ratification by the governing body. Pupils are tested on a half-termly basis and results are recorded to effectively track their progress. Target setting for mental mathematics is being developed. The co-ordinator provides good leadership and has a clear vision for the future of the subject.

## SCIENCE

56. Standards in science are well above average by the end of Year 2. There are particular strengths in investigative science. This finding is substantiated by the most recent statutory teacher assessments. In 2001, for example, the percentage of pupils gaining the expected Level 2 or above was very high (in the top five percent of schools), while the percentage gaining the higher Level 3 was well above the national average. The group of pupils who were assessed in 2002 were less academically able overall. Their results, however, were still above the national average. Pupils enter the school with knowledge and understanding that is broadly at the expected level. Their overall achievement, therefore, is very good. Current standards in science are a significant improvement on those reported at the time of the last inspection.
57. Year 1 pupils successfully conduct investigations comparing the effect of different materials on the movement of vehicles down a ramp. Most are clear about which variables they should keep the same and which they should change. They predict likely outcomes thoughtfully, measure reasonably accurately and record their findings. The majority have an unusually good understanding of the concept of gravity and can explain this well. A few, however, are still a little unsure of some of the other scientific terms used by their teachers and find it difficult to discuss these without prompting. A significant minority of the pupils are able to explain the concept of 'fair testing' in relation to their investigation. They have a very good understanding of the properties of various materials, knowing which ones, for example, are attracted by magnets, which are waterproof and which are natural or man made. Even lower attaining pupils successfully identify the different parts of an insect. The majority of Year 2 pupils can differentiate between household appliances that employ mains electricity and those that use batteries, some being able to name those that use both. All can construct simple circuits, in a minority of cases needing some adult support. Higher attaining pupils are clear about the role of switches in circuits. They have already developed the concept of electricity moving round a circuit and can demonstrate this in a drawing. They successfully carry out investigations into which solutions melt ice first and the effect of heating on different materials. They have a very good understanding of the outcomes. They are able to record their findings in graphical form.
58. Pupils' attitudes towards their science lessons are consistently very good. They are often enthralled by the subject – especially the practical elements. They listen well to their teachers and to one another, and are usually keen to contribute sensibly to discussions. They settle quickly to investigations, which they concentrate on very well. There are high levels of co-operation between pupils in pairs and groups, and relationships are very good at all levels. Teaching is never less than good and is very good overall. This is having a significant impact on the standards being reached by the pupils. Teachers' introductions to lessons are often very stimulating. There is clear reference to learning objectives, so that the pupils are fully aware of what they are intended to achieve. Questioning is challenging, while expectations overall are very high. Support staff are very well deployed and provide very good support to pupils with all levels of attainment – but particularly to those with special educational needs and those for whom English is an additional language. The

way that pupils are managed in lessons is a particular strength. This is positive and friendly – but structured and consistent, and impacts very well on pupils' attitudes and behaviour. Although tasks set at the beginning of lessons are similar for pupils with different levels of attainment, in the lessons seen during the inspection, teachers very effectively and promptly assessed which pupils gained the target concepts quickly and provided these with more advanced challenges. The only relative weakness noted in the science lessons seen during the inspection was that occasionally discussions were allowed to go on too long.

59. Planning for science is thorough and appropriately based on national guidelines. There are suitable strategies in place for assessing pupils' progress in investigative skills, and the school is currently looking at ways of strengthening its procedures for assessing the more knowledge-based areas of the subject. Computer programs are used from time to time for data handling, while the internet is used for research – such as when Year 2 pupils recently explored the origins of chocolate prior to their investigation into the effect of heat on different substances. The subject is effectively managed. The co-ordinator is knowledgeable and proactive and is clear about where provision still needs to be developed further.

## **ART AND DESIGN**

60. Art and design have a high profile in the school and by the end of Year 2 standards overall are well above the expected levels. Pupils' achievement is very good. This is a significant improvement on the findings of the previous report, which found standards in art to be satisfactory. Judgements are based on scrutiny of displays and photographic evidence of previous work – as well as on standards seen in lessons during the inspection. Pupils are provided with many opportunities to use a wide range of materials and techniques. Year 1 pupils, for example, use clay and recycled materials to produce intriguing sculptures. They also create sea creatures from clay. They employ fabric crayons and dye to re-create 'Joseph's coat of many colours' and carry out fabric weaving. They examine the Hans Holbein portrait 'A scholar or a Cleric' and use this as a stimulus for their own effective pencil portraits. Linking with their work in history, they complete drawings of various Victorian artefacts. Year 2 pupils take photographs of flowers with a digital camera, following which they paint their own effective pictures from the same angle. They produce collages illustrating things they like, as well as those they find 'scary'. Using a Tiffany stained glass window as an exemplar, they create particularly effective landscapes through a process of layering the background and then creating the foreground subsequently. When examining the work of Richard Spare, most of the pupils are able to identify key elements of the artist's style before encapsulating this successfully in their own pencil and oil pastel interpretations of a bowl of flowers. Most evaluate each other's work positively – although for some this is at a fairly superficial level. Other techniques successfully employed by pupils throughout the school include printing – such as previous work in the style of Aboriginal paintings – tie and dye and batik. Simple computer programs are used to create various examples of cross-curricular art work, including posters relating to electrical safety.
61. Pupils' attitudes in art and design lessons range from satisfactory to very good, and are good overall. In most lessons they are very well behaved and enthusiastic about their tasks. They concentrate well on their work, are keen to achieve of their best and share resources well. Relationships are very good at all levels. In an occasional lesson, however, some pupils do not listen to their teacher and their overall behaviour is unsatisfactory. Teaching is good overall and is sometimes very good. It is never less than satisfactory. This impacts well on the high standards being reached by the pupils. In the most successful lessons, the teacher's own enthusiasm for the subject has a marked effect on the attitudes of the pupils. Questioning - and the tasks provided - are challenging. Methods are directly related to the lesson objectives, pupils being given the opportunity to practice specific skills, for example, as well as being able to explore themes in an individually creative way. Positive, but structured, pupil management techniques ensure that behaviour is consistently good. In an isolated lesson, methods employed led to some time wasting and poor behaviour was not managed well enough.
62. Planning is appropriately based on national guidelines and ensures appropriate coverage of skills and a rich provision of themes. Assessment procedures are in place and a portfolio of pupils' work

related to the school scheme of work is in the process of being constructed. The subject is enthusiastically and effectively co-ordinated.

## **DESIGN AND TECHNOLOGY**

63. Standards of attainment were reported to be above average by the previous inspection. They are now well above average when compared with national expectations. Pupils produce a high volume of work of a consistently high standard. These reflect no significant gender differences. All pupils, including those with special educational needs or for whom English is an additional language, achieve very well. They develop both their knowledge and the skills with which to apply it to practical situations. The school provides a very good range of learning opportunities and the requirements of the National Curriculum are fully covered. Pupils throughout the school respond enthusiastically to tasks set within design and technology and enjoy the corporate experiences afforded by the subject. By the end of Year 2, they have experienced working with such different materials as textiles, food, card and reclaimed plastic parts, and are beginning to use simple tools to assemble, combine and join materials. They understand why they should use tools safely and wear protective clothing. When focusing on structures such as bridges they consider the weight-bearing attributes of different materials. When working with food they understand the need for good hygiene. Design briefs are thorough and pupils account for the choices of materials and tools they use in construction. Evaluation of work, which includes suggestions for improvement, is done in discussion with the teacher and then recorded. Effective displays of finished articles, together with their design briefs and evaluation sheets, show pupils how greatly the whole process is valued.
64. The quality of teaching is good overall. In half of the lessons seen during the inspection it was very good. Planning is carried out across year groups ensuring equality of opportunity for all pupils. The tasks that are set for pupils are challenging whilst being appropriate for their age. Teachers display good subject knowledge and introduce and reinforce subject specific vocabulary well. Learning objectives are shared with pupils who are motivated by the questions and drive of the staff. Praise is used well to encourage pupils to think creatively. Pupils sustain concentration well, wanting to produce a quality product. They made sensible comments when discussing the construction of cards for Mothering Sunday and Easter. They were able to draw upon their prior experience of making Christmas and Valentine cards. It is clear that pupils enjoy this subject. Information and communication technology is used to enhance teaching in the subject. It provides logos and texts that raise the quality of presentation and also is used to present data collected from consumers. Digital cameras are used to record the production process.
65. The subject co-ordinator has organised resources effectively for each topic. These are plentiful and accessible and support teaching and learning in the subject very well. Lesson plans are detailed and learning objectives are well related to the scheme of work that the school uses. Assessment procedures are built into every stage of each topic and pupils are encouraged to make a photographic record of their work to keep with their annotated design brief in their subject folder. Overall management is good. Standards have been raised since the time of the last inspection as a result of good teaching and a very good range of learning opportunities which are well focused on skill development.

## **GEOGRAPHY**

66. Standards in geography are above the national expectations by the end of Year 2. Since the previous inspection, the school has maintained its standards. Pupils, including those with special educational needs and those who learn through English as an additional language, achieve well in the subject.
67. The subject is often taught in conjunction with other areas of the curriculum. This arrangement, nevertheless, maintains the rigour and demands of what the pupils need to learn in geography. This was observed during the inspection when geography skills were being developed through information and communication technology, for example. The pupils in Year 2 were researching deserts using the Internet. Geography lessons support pupils' literacy and numeracy skills effectively. The teachers ensure that the pupils use speaking and listening skills through

discussions and skilful questioning. They extend pupils' vocabulary by using appropriate geographical terms. Support assistants help by talking about the nomads and the Bedouins, adding further explanations about their lifestyles, for example. The teachers consolidate their pupils' understanding by providing well-planned tasks, such as researching in atlases where deserts can be found on the world map. In a very effective lesson observed during the inspection, the teacher took this learning further, by reinforcing the knowledge of continents. The pupils were able to name and locate Asia, Europe, North and South America, as well as Africa and Australasia. Scrutiny of work by Year 2 pupils indicates that they have secure knowledge and understanding of local geography and further afield. They use a key to show cities, towns and mountains of the British Isles. Through a topic on rivers, the pupils make a detailed plan and confidently use such terms as 'source, meander, and tributary'. They record how the Thames flows through London to the North Sea. Along the way, they mark places such as Windsor Castle, the London Eye, Houses of Parliament and London Aquarium. The plans produced by lower attaining pupils are less sophisticated. Younger pupils successfully acquire early mapping skills through studies of routes from school to the shops. They note and count buildings such as restaurants, the library and the underground station, recognising the geographical symbols used.

68. The subject is well managed. The co-ordinator for geography has worked very hard to develop the subject. Towards this end, she has involved the advisers from the local education authority to advise on curriculum development. While she has not yet been able to monitor teaching and learning in each classroom, nevertheless the co-ordinator has done much to ensure that pupils' skills, knowledge and understanding are progressively built on as they move from the Foundation Stage through to Year 2.

## **HISTORY**

69. The findings of the previous inspection showed that standards were broadly in line with national expectations at the end of Year 2. During the inspection, it was not possible to observe any history lessons. Judgements are therefore made on the basis of analysis of pupils' work in books and around the school, photographic evidence, records, and discussions with teachers and the subject co-ordinator. These indicate that standards now exceed those expected nationally and pupils' achievement is good.
70. By the end of Year 2, the pupils have a good knowledge of chronology. Through their studies and careful research, they understand how the Ancient Egyptians lived. The pupils learn about homes, schools and farming of that era. They compare the lives of Pharaohs with those of our Queen. The pupils use their well developing literacy and numeracy skills to make judgements and observations, such as 'Most castles were built on top of hills, so that knights had a good view of intruders.' Past topics include the Great Fire of London and the Victorians. The pupils understand that they can gain information from several sources through tasks and questions, such as 'How do we know about the Great Fire of London?' Younger pupils know about old and new toys and can describe some - but not all - of the characteristics of old toys. This learning is extended through the use of visitors, as observed during the inspection. The pupils were able to examine artefacts such as old dolls, teddy bears, boats and cards, which the visitor showed them. Through this session, the pupils were effectively helped to observe changes that inevitably occur over time. They apply these skills to making comparisons in changes from past to present; for example regarding homes. The pupils sequence illustrations of homes from caves to modern houses. Even the work produced by lower attaining pupils is around the nationally expected level.
71. The school uses educational visits well to extend pupils' understanding of the subject. In addition, there are very good links with other subjects, including citizenship, where the pupils can learn to recognise what they like or dislike, what is fair and unfair, as well as what is right and wrong. This subject makes a very good contribution to pupils' personal development in that it teaches them that they can make choices and that they belong to various groups and communities, such as a family and school. The impact of this is observed in the mature and responsible manner, in which these young people behave. The provision of history in the school is well managed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

72. Standards have improved since the last inspection and are now above average by the end of Year 2. Achievement is good. Within the past two years the school has greatly increased the number of its computers, both in classrooms and in a new computer suite. The ratio of computers to pupils is now much better than average. The school follows the national guidance for the subject, and this helps the teachers to make sure that pupils acquire the necessary skills in a progressive way. The main feature of the teaching of information and communication technology is that it has now been integrated very effectively with the teaching of other subjects so that pupils develop skills, knowledge and understanding throughout the curriculum and use their computer skills for real and constructive purposes. The computers are connected to the Internet, enabling research to be undertaken in many subjects.
73. All teaching and learning observed was of good quality. Teachers plan work carefully and include support assistants in the process. Carefully planned opportunities are provided to support learning in virtually all subjects: for example accessing data and drawing shapes in mathematics, word processing and word recognition in literacy and using line and colour in art work. Specific keyboard and other skills are introduced and reinforced in areas where they need to be used; for example in very good lessons on Internet research for geography when locating specific information. Teachers are confident in using the materials and prepare both hardware and software well to ensure that very good learning takes place.
74. Information and communication technology lessons and activities are conducted at a good pace, being particularly effective when supported by a support assistant in the computer suite. Support assistants and class teachers regularly monitor and evaluate progress made by pupils in each session. This gives pupils more individual attention so that support or extension can be better targeted. Pupils are enthusiastic about their tasks. They work together very well, often in pairs, helping each other and commenting how their work may be improved. Year 2 pupils possess a range of skills that are better than average; for example using the navigation bar to move effectively through a program, and the use of the scroll arrows to locate hidden text and data. They also use the Internet successfully and understand a good range of technical terms. Year 1 pupils successfully use a word processing program to create labels for a display. They use the mouse and keyboard well, can load the program by themselves and change fonts. The vast majority of pupils work at similar levels by the end of Year 2, lower attainers needing only a few prompts to keep pace with their classmates. Pupils with special educational needs regularly receive individual support. For example, a pupil with impaired hearing worked with a classroom assistant at a classroom computer so that extraneous noise was minimised. She resumed her place with classmates in the computer suite for the latter part of the lesson to share her discoveries. Work on display illustrated pupils' use of the digital camera to support work on flower illustrations. Photographs, instructions and pupils own evaluations testify to extensive work in control, including the programming of a floor robot as well as work on screen.
75. The subject is very well led by the joint co-ordinators. They work together to ensure consistency and to provide guidance for other teachers. There are strong links with both the local authority adviser and with the receiving junior school to support continuity and progression in later studies. The pupils' acquisitions of skills are recorded in mark books but a revised system of checklists is on the verge of being introduced. This is thorough, aligned with the National Curriculum, and combines both teachers evaluations and pupils' self-evaluations, helping pupils to move forward more effectively. Teachers have either completed training provided by the New Opportunities Fund or have undertaken similar training at university or college. They are confident in their use of hardware and software. Appropriate priorities have been clearly established for future developments based upon effective monitoring and evaluation of current provision. The school bursar, who is also the information and communication technology link governor, has undertaken a detailed study of the new provision and its effect since its recent introduction. This has made a strong contribution to planning. The need for a computer projector and screen for the computer suite has been identified by the co-ordinators and the necessary spending authorised.

## **MUSIC**

76. It was only possible to observe two music lessons during the inspection, one at Year 1 and one at Year 2. Judgements, therefore, are also based on singing heard during assemblies. Standards in music meet the national expectation by the end of Year 2 and pupils' achievement is satisfactory. This finding is similar to that of the last inspection. Year 1 pupils are able to recall previous experiences related to changing pitch, being able to identify low, middle and high sounds. They are also able to demonstrate these using their voices and body positions. Most Year 2 pupils have a good understanding of different musical terms such as 'rhythm' and 'pulse' – although some find it difficult to distinguish between the two concepts while performing. In assemblies, pupils sing relevant songs such as 'A Better World' and 'Thank you God for this Great Spring' with an appropriate level of rigour and tunefulness. Assemblies are also used to good effect to develop pupils' appreciation of well-known music by providing opportunities for them to hear and discuss excerpts of, for example, Johann Strauss's 'Blue Danube Waltz'.
77. Pupils' attitudes in one of the two lessons inspected were satisfactory. In the other, they were very good. Pupils were interested in the work set in both lessons and were attentive during the teachers' introductions. Overall behaviour was good. In one of the lessons, however, the pupils were consistently enthusiastic throughout, while in the other some lost concentration and began to chatter inappropriately towards the end. Teaching was sound in both lessons. Methods were appropriate to the lesson objectives and a good range of instruments – including some from non-European cultures – was available for the pupils to use. This impacted well on pupils' interest and focus on their tasks. There was a suitable degree of challenge. Behaviour management generally impacted well on pupils' behaviour – although in one of the lessons seen, it became less effective as time went on.
78. There is some enrichment of the provision through extra-curricular activities such as an ocarina club and an infant and junior combined choir. From time to time professional performers visit and there are regular school performances throughout the year. Music is also used well across the curriculum. For example, Year 2 pupils effectively used voice and percussion to accompany a story they had written called 'Thad goes to Saturn'. Planning is thorough and detailed. It is based on national guidelines, but also utilises the most effective elements of different schemes of work and manuals that the school possesses. There is some use of information and communication technology to support music. Tape recordings of pupils' performances are used, for example, for appraisal purposes. The co-ordinator is enthusiastic and knowledgeable. She has many ideas for improving provision further and her management of the subject is good. Music is well poised for improvement.

## **PHYSICAL EDUCATION**

79. At the end of Year 2, attainment in physical education overall is at the expected level. Pupils, including those with special educational needs and for whom English is an additional language, achieve satisfactorily. As they proceed through the school, children are given a sound range of opportunities to acquire and develop new skills and apply them to their own performances. They understand the rationale for warming up and down before and after exercise and demonstrate good body control as they stretch, balance and hop whilst doing so.
80. The quality of teaching is very varied but satisfactory overall. One lesson was judged to be unsatisfactory because of a lack of teacher direction. As a result, the pupils did not express a required emotion in movement as well as they might have done. In an excellent Year 2 dance lesson pupils were motivated to produce imaginative, varied and controlled sequences in response to excellent use of stimulating resources and focused, inspirational teaching. Learning objectives are always shared with pupils and teachers' explanations are usually clear and enable all children, including those with special educational needs or for whom English is an additional language to take a full part in all activities. Teachers use praise well to encourage and motivate children. In good lessons they use pupils to demonstrate techniques, which helps the rest to improve their performance. Good use is made of resources. These have been significantly improved following an audit carried out by the co-ordinator earlier in the year. The school has spent a significant sum from its own budget and monies from the Friends of Newnham Infant School Association and by participating in a Youth Sport Trust programme called the 'TOPS' scheme, further items have been

acquired. Physical education makes a positive contribution to pupils' social, moral and spiritual development. Levels of co-operation and collaboration in lessons are good and successfully help to develop a positive attitude to working with others. Rules are understood by pupils of all ages and followed in a sensible and mature fashion. There are also good opportunities to interpret music during dance lessons, which adds to their cultural experience. After school clubs for gymnastics and tennis contribute significantly to subject provision.

81. Subject leadership is good. All aspects of the physical education curriculum are in place but currently under review. The co-ordinator has worked with the Local education Authority's advisor to develop programmes for dance, gymnastics and games that reflect the aims of Curriculum 2000. These blend commercial programmes with the latest national guidance and are being trialled by staff this year. Initial feedback has been positive so the co-ordinator can now develop a system of assessment that reflects current practice. Staff training is kept up to date by the 'TOPS' scheme. No monitoring of teaching has taken place recently, which means that best practice is not shared amongst the staff.

## RELIGIOUS EDUCATION

82. Standards are above the expectations of the locally agreed syllabus for religious education by the end of Year 2. Most pupils, including higher attainers, pupils who have English as an additional language and pupils with special educational needs, achieve well in relation to their prior attainment throughout the school. This represents an improved picture to that found at the last inspection. The standards attained at that time matched the expectations of the locally agreed syllabus. They have improved because good planning has promoted a consistent emphasis on discussion and time for reflection within lessons. This has enabled pupils to learn well, both about and - now more effectively - from the religions they study.
83. By the end of Year 2, pupils have a good understanding of some of the beliefs, teachings and practices of Christianity, Islam and Hinduism. They develop a good recall of the facts of what they study and from these they develop an equally strong and above average capacity to express their own thoughts, ideas and beliefs. Lower attainers, for example, wrote their thoughts about angels: 'I think angels look after people and are kind' but did not develop the idea further. In a lesson about the miracles of Jesus the theme of kindness was effectively linked to that of sharing. Average attainers saw that this would involve caring and probably giving something up, but only a higher attainer took the theme into a deeper spiritual dimension observing how hard it must have been for Jesus to share Himself to the greatest degree in His sacrifice on the cross. Pupils have respect for different beliefs, an average attainer commenting on the requirement to handle the Qu'ran with care: 'You must wash your hands before you touch it'. Most pupils build up appropriate vocabulary; for example describing Christian worship or labelling an illustration of a Hindu god. Pupils are given good opportunities to reflect, which helps them to develop their own thoughts well. In work on 'Those who Help us' in Year 1 the value, for example, of police and ambulance personnel was linked both to practical help and to the story of the 'Good Samaritan. A lower attainer movingly wrote of the value of the Vicar to his congregation: 'He helps them to be happy when someone dies', which showed a clear appreciation of the importance of spiritual comfort also.
84. The quality of teaching and learning is very good. Teachers have a very good knowledge of the subject so that they teach pupils to relate and summarise the facts well. Their probing questions, tailored to individual attainment, are very effective in making all pupils reflect on their own experiences so that they understand better the thoughts and beliefs of others. This means that over their time in school boys and girls of all abilities grasp some of the main teachings of Christianity and other major world faiths, and begin to see how faith influences action. Pupils behave very well and show a willingness to take part in lessons. They respond particularly well when drama is used to make stories and events more vivid. For example, pupils took pains to ensure that every classmate had received a small piece of bread, that nobody felt left out, so that a representation of Jesus' feeding of the 5000 acquired much of the care and concern of the original. The spiritual aspects of lessons are hence prominent, and teachers are skilful and probing

with their questioning ensuring that all pupils learn successfully. The pupils behave very well, enjoy the work and show great interest and this underpins their good learning.

85. The subject co-ordinator provides good leadership and has adapted the curriculum successfully so that teaching and learning can explore the pupils' previous experiences and develop their religious understanding. Assessment opportunities are identified in the schemes of work and a portfolio of standardised work helps teachers judge whether pupils are moving forward as well as they should be. A good range of resources, including artefact collections related to the major world faiths, helps to give pupils vivid experiences. Information and communication technology is not a prominent feature of work, the school having, for example, no appropriate CD-ROM resources. Planning includes use of tape recordings and videos. Strong links with assembly and collective worship themes reinforce the pupils' awareness of religious belief and practice. As at the time of the last inspection, there are at present only limited links with local Christian churches but arrangements are being made to strengthen these and also to establish ties with the nearest mosque. Studies in religious education make a significant contribution to the pupils' spiritual and moral development, especially in promoting the pupils' well-being and consideration of others.