

# INSPECTION REPORT

## **BALKSBURY INFANT SCHOOL**

Andover

LEA area: Hampshire

Unique reference number: 116063

Headteacher: Mrs P M Murley

Lead inspector: Mr T Elston

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> December 2003

Inspection number: 255411

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

© Crown copyright 2004

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
Number on roll:	241
School address:	Floral Way Salisbury Road Andover Hampshire
Postcode:	SP10 3QP
Telephone number:	01264 352801
Fax number:	01264 338454
Appropriate authority:	The governing body
Name of chair of governors:	Mr Fergus Milton
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

This is a larger than average infant school with 241 pupils, including 78 children in the Reception classes. There are 27 more boys than girls. Numbers have risen significantly since the last inspection. Just over nine per cent of pupils are eligible for free school meals, which is below that found nationally. Very few pupils are from minority ethnic groups, and only two have English as an additional language. Thirty two per cent of pupils have special educational needs, mostly with moderate learning difficulties; this is a higher percentage than is normally found. Three pupils have a statement of these needs. A significant number of pupils join the school at other than the usual times, often because they come from families employed in the Armed Services. The attainment of pupils on entry is average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20704	Terry Elston	Lead inspector	Science, information and communication technology, design and technology, physical education, pupils with special educational needs.
9053	Viv Phillips	Lay inspector	
17826	June Punnett	Team inspector	English, art and design, music, religious education, pupils with English as an additional language.
27714	Sheila Wilding	Team inspector	Children in the Foundation Stage, mathematics, history, geography.

The inspection contractor was:

**e-Qualitas Limited**

Langshaw  
Pastens Road  
Limpsfield Chart  
Oxted

RH8 0RE

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** benefiting from good leadership and management and good teaching. Consequently, pupils achieve well and the school provides good value for money.

The school's main strengths and weaknesses are

- Pupils achieve very well in mathematics because of the very good teaching, and so standards are well above average by Year 2.
- The school is improving quickly under the very good leadership of the headteacher.
- Boys' achievements in writing are not good enough.
- The provision for pupils with special educational needs is very good and ensures that they make very good progress towards their targets.
- The teaching for children in the Foundation Stage is very good.
- The very good planning of the curriculum provides all groups of pupils with interesting and challenging work.
- Teachers' marking does not always show pupils how to improve their work.

**The school has made very good improvement since the last inspection.** It has rectified the main weaknesses identified in that report, and made significant improvements in the teaching, leadership, curriculum planning and the care of pupils. Standards have also improved in reading, mathematics, science, information and communication technology (ICT), art and design and design and technology.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	D	B	A	A
Writing	C	C	C	C
Mathematics	B	C	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average*

**Pupils' achievements are good.** The 2003 results show pupils' very good achievement in reading and mathematics, and the significantly lower standards in writing. While girls do well in writing, it is the boys' results that lower the overall scores. This pattern continues with the current group of Year 2 pupils but, with extra help and encouragement, boys are starting to catch up. Standards in reading and mathematics are not quite so high this year because of the high proportion of pupils with special educational needs, but pupils are still achieving well given their average standards on entry to the school. Standards are still well above average in mathematics because teaching is strongest for this subject. Standards are above average in reading, speaking and listening, science, ICT, art and design, design and technology and singing, and average in writing and all other subjects. Children in the Foundation Stage do well because of the very good planning and teaching, and most achieve the goals they are expected to reach by the end of reception. Pupils with special educational needs make very good progress, especially in reading. Gifted and talented pupils' achievements are good. They are identified early and given very demanding work to make the best of their skills.

**Pupils' personal qualities and their spiritual, moral, social and cultural awareness are very good.** This is why they behave well, respect other people's views and have very good attitudes to learning. Pupils enjoy school and attendance rates are broadly similar to those found nationally.

## **QUALITY OF EDUCATION**

**The overall quality of education is good.**

**The good teaching** means that pupils learn quickly and make good progress. Teachers are well prepared, and are skilled at making lessons interesting so that pupils enjoy learning. They give pupils the confidence to attempt difficult work and to take risks with their answers to questions. The teaching of mathematics is very good and pupils develop very good numeracy skills as a result. The teaching of reading is good and helps pupils read fluently and with enjoyment. Teachers teach the skills of writing well, but their marking does not always show pupils that their work is untidy or their letters are not joined, and so they continue to produce writing which is below their best. Pupils respond enthusiastically to teachers' imaginative use of resources, particularly in subjects such as art and design, ICT and history where standards are above average. The teaching for children in the Foundation Stage is very good and prepares children very well for Year 1. The knowledgeable Reception staff work very well as a team and provide work that is challenging and fun. The school has good assessment systems to evaluate and track pupils' progress. The teaching of pupils with special educational needs is very good and ensures that all pupils have equal opportunities to learn. The curriculum is planned very well to provide teachers with a very good basis for their lessons. Very good provision for personal, social and health education teaches pupils how to live healthily. The good partnership with parents makes an effective link between home and school. Pupils are very well cared for and feel confident to ask for help when necessary.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are good.** The leadership by the headteacher is very good, and her sharp awareness of how to make improvements in the teaching and curricular planning has done much to raise standards over the last two years. She is supported very well by the deputy headteacher who plays a key role in school improvement. Good management and very good financial systems ensure that the school runs smoothly and makes good use of its funds. All staff are clear about their role in helping the school to improve and are supported well in their own development. There is good governance and support from the knowledgeable governing body.

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

Parents' views are very positive. They are very pleased with the standards their children achieve, the good quality of teaching and very good leadership. Pupils are very proud of their school, enjoy their work and feel that adults treat them fairly.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing achieved by boys.
- Improve the quality of teachers' marking so that pupils know how to do better.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

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

Standards in:	School results	National results
reading	17.1 (16.8)	15.7 (15.8)
writing	14.8 (14.2)	14.6 (14.4)
mathematics	18.3 (16.4)	16.3 (16.5)

*There were 77 pupils in the year group. Figures in brackets are for the previous year*

Pupils' achievement is **good**, and has improved significantly since the last inspection because of the good teaching, very good leadership and the stimulating curriculum.

#### Main strengths and weaknesses

- Pupils' achievement in mathematics has improved significantly over recent years.
- Pupils achieve well in reading, speaking and listening, science, ICT, art and design and design and technology.
- Boys' achievement in writing is not good enough.
- Children in the Foundation Stage achieve very well.
- Pupils with special educational needs make very good progress.
- More able pupils achieve well.

#### Commentary

1. Pupils achieved very well in the 2003 national tests in reading and mathematics, attaining standards well above the national average and much better than similar schools. Writing standards were lower, but still average and in line with similar schools. The school has worked hard to raise standards in reading and mathematics. Its rigorous analyses of pupils' results in the tests and good teaching to rectify any weaknesses are clearly having an impact. The raising of standards in writing is a main priority in the school at present. Results in all national tests have improved considerably since 2000 when standards were average in reading and writing and well below average in mathematics. The upward trend is above that found nationally. Over the last five years, boys' results have consistently lagged behind girls in writing and this has dragged down the scores each year.

2. Pupils' work seen during the inspection showed no significant differences in standards attained by boys and girls, except in writing where girls still do better. Boys are starting to catch up, however, because of the school's recent efforts to make writing tasks more appealing to them. In the current Year 2, standards are well above average in mathematics and pupils achieve very well. Their numeracy skills are particularly well developed because of the demanding teaching and the provision of lots of practice to hone their skills. Reading standards are above average as a result of good teaching of word-building skills and the provision of a wide range of exciting books in the new library. Standards in speaking and listening are above average and most pupils speak confidently. In writing, standards are average and, while there is a significant number of boys in the 'top' groups who write very well, in other groups some boys find writing difficult and produce work that is scruffy and very brief. Standards are above average in science, art and design, ICT and design and technology and average in religious education, physical education, history and geography. The big improvement in standards in ICT has been achieved by intensive staff training and the provision of a good range of new computers. Since the last inspection, because of the strong leadership of the



headteacher and senior staff, standards have improved in reading, mathematics, science, ICT, art and design and design and technology.

## Foundation Stage

### *Standards at the end of the Foundation Stage*

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	<b>Good</b>
Communication, language and literacy	<b>Satisfactory</b>
Mathematical development	<b>Good</b>
Knowledge and understanding of the world	<b>Good</b>
Physical development	<b>Satisfactory</b>
Creative development	<b>Satisfactory</b>

*Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

### Commentary

3. Children achieve very well in the Foundation Stage as a result of very good teaching and the very well planned curriculum. They start school with average skills, although a significant number of boys have weak language and literacy skills. By the end of reception, most children are working at the levels expected of them in all areas of learning. Children's personal and social skills develop well because of the high expectations of adults and the many opportunities they provide for children to take responsibility for their own learning and look after themselves. The very good early numeracy work prepares children very well for Year 1, and their knowledge of number is good. Lots of work on science-based topics and extensive use of the school grounds gives children a thorough understanding of the world.

4. Overall, the standards that pupils attain by Year 2 represent good achievement, and show that they make good progress from their starting points. Pupils with special educational needs do very well because of the very good systems to identify their particular needs and the very good teaching to improve their skills. More able pupils, including the gifted and talented, achieve well, especially in mathematics, reading and science. For example, in the latest national tests, the percentage that exceeded nationally expected levels was well above average in reading and science and very high in mathematics.

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

**Very good** attitudes and **good** behaviour support achievement well. **Satisfactory** attendance and good punctuality ensure pupils make good use of lesson time. Pupils' personal qualities develop very well because of very good nurturing of their spiritual, moral social and cultural awareness.

### Main strengths

- Pupils of all ages and backgrounds are very enthusiastic learners because they enjoy being involved in the many interesting activities they are given to do in lessons.
- Good behaviour supports learning well.
- Pupils respond very well to the idea of '*care, co-operation and challenge*' at the heart of the school's everyday life, so they are more confident, mature and independent than is usual for their age group.
- Pupils thrive in a setting where their different achievements and qualities are valued, which helps to develop their personal qualities very successfully.

## Commentary

5. As parents and pupils indicated, the school has a very happy, lively atmosphere where children of all backgrounds and abilities are welcomed and valued. As a result, children are quick to settle when they join the school and very receptive to all the chances they have to learn something new. Stimulating, colourful displays throughout the building foster the idea that school is a place where learning is fun, which encourages all pupils to want to be at school and try things out for themselves. In most lessons, a good mix of interesting activities helps pupils to do well and enjoy their work. Pupils often express their wonder for things of beauty, as when they said that a collage of angels was, "Magic! Magic!"

### *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	225	11	0
White – any other White background	5	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	1	0	0
Chinese	1	0	0
No ethnic group recorded	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

6. In most cases, pupils behave very well in response to the school's high expectations and very clear codes of conduct. Lunchtime is very calm and well organised because of the example set by the headteacher and other adults who expect good manners, orderly queues and smiles. Outside play is energetic, but no bullying or racism was seen. A few pupils need a little help with playing together and joining in games, as the school has identified correctly. In spite of very careful guidance from the school, one or two pupils with particular emotional and behavioural difficulties have found it hard to achieve the high standards of conduct that most pupils reach. As a result, after exhausting all other ways of trying to deal with troublesome behaviour, the school had no choice but to exclude such pupils for a period. In lessons, behaviour is good because teachers and their assistants manage it very well with rewards and sanctions that pupils understand very clearly and work that they find interesting.

7. The school brings to life its commitment to 'care, co-operation and challenge' in the thoughtful way pupils are treated and taught. From the start, they are encouraged to have confidence in their ability to do small tasks for themselves, to speak in front of a group and to take turns, for example in working out which door on the advent calendar to open. They are expected to help to put away equipment safely and tidily, and to follow instructions with care. As a result, they rise to challenges set for them and work together with little fuss about staying with a 'best friend' because they feel safe and valued. By Year 2, they take responsibility more readily than other 6 or 7 year olds. They are intrigued by diverse traditions such as making *Christingles* and show great interest in and respect for others, including people from different cultural backgrounds, reflected in 'Balksbury Bear's' adventures in places such as Bosnia and Brazil. Pupils of all ages are proud of the school and of all their achievements, particularly those displayed on the impressive *golden tree* in the hall, and they value highly certificates from 'Edd the Duck'.

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

Authorised absence	
School data:	5.1
National data:	5.4

Unauthorised absence	
School data :	0.1
National data:	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** education for its pupils. Teaching and learning are good, and the well planned curriculum provides a good range of experiences, with particular strengths in the Foundation Stage and for English and ICT. All pupils benefit equally from this, in accordance with their abilities and their particular needs. Good systems are in place for assessing pupils' developing knowledge and skills so that teachers know what pupils need to learn next. Pupils are cared for very well. The school has a very good partnership with parents and good links with other schools and the community.

### Teaching and learning

The teaching and learning are **good** overall, and **very good** for children in the Foundation Stage.

### Main strengths and weaknesses

- Teachers have a very good knowledge of the needs of children in the Foundation Stage.
- Teachers have very high expectations of pupils.
- Teachers manage pupils' behaviour very effectively.
- Pupils are good at working independently.
- Teachers' marking does too little to help pupils improve.

### Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (37%)	15 (50%)	4 (13%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

### Commentary

8. Overall, the quality of teaching and learning is good. This is a significant improvement since the last inspection, and shows the benefit of regular evaluations of teachers' lessons followed by clear guidance as to how they can improve their practice.

9. The very good quality of teaching in the Foundation Stage ensures that children learn quickly. The teachers and teaching assistants work in close partnership to provide a wide and stimulating range of activities for children to enjoy. They share a detailed understanding of what each child can and cannot do and this enables them to plan work for individual children. As a result, the children make very good progress, especially in their reading, writing, speaking and number work. There is a very good balance between structured tasks that teach children important basic skills and opportunities for them to choose activities that develop their independence. In all sessions there is an excited buzz as children go about their work.

10. In Years 1 and 2, the teaching and learning are good. Teachers plan lessons very well so that all groups of pupils have work that is challenging yet attainable. The teaching and learning of literacy and numeracy skills is very good and extends pupils to the full. Teachers are particularly skilled at teaching mathematics. These lessons have a very good structure so that pupils learn important

basic skills and then have a wide range of opportunities to put their new learning into practice. This starts in Year 1 and, by Year 2, nearly all pupils have a very good grasp of number and delight in showing off their skills. The school recognises that standards in writing are not high enough, and the introduction of a new handwriting scheme is starting to improve the quality of pupils' written work.

11. Teachers mark pupils' work regularly but provide too little guidance to help them improve. In English, pupils often produce writing that is sloppy and not joined, and teachers often accept it with a tick. In mathematics, there is too little to show pupils why they have made errors and they repeat them next time. Even when pupils have responded well to teachers' comments, there is little in the marking to acknowledge their improvement.

12. Teachers manage pupils' behaviour very well, with a firm but kind approach, and this makes the most of the time in class. They are skilled at giving pupils responsibility for their learning and this develops their independence very well. This is especially the case in science where pupils develop very good investigational skills. For example, teachers set pupils challenges to discover for themselves how push and pull forces work or why an electrical circuit is not working.

13. Teachers provide exciting resources to stimulate pupils' interest. In subjects such as science, art and design and design and technology, pupils have a very good range of materials to experiment with and this makes learning fun. In a good ICT lesson, when pupils were struggling to come up with a list of instructions to make a sandwich, the teacher produced some giant photographs of the different stages of the process and this helped them understand perfectly.

14. The quality of teaching and learning for pupils with special educational needs is very good. The teachers are skilled at preparing tasks at the right level for these pupils and they match work closely to their individual targets. These targets are well constructed, and provide very good guidance to pupils, teachers and the very skilled teaching assistants. The co-ordinator for pupils with special educational needs works closely with all staff to ensure pupils are given the best support and, as a result, pupils make very good progress.

## **The curriculum**

The **very good** quality of the curriculum provides pupils with a rich and interesting range of activities that supports all their learning effectively and encourages them to tackle work independently.

### **Main strengths**

- The mathematics curriculum is planned very well.
- The curriculum ensures that all pupils, whatever their needs, can learn successfully.
- The provision for children in the Foundation Stage is very good.
- There is very good provision for personal, social and health education.

### **Commentary**

15. The very good implementation of the National Literacy and Numeracy Strategies has been an important way that the school has raised standards over the past four years. The lesson planning within these strategies helps pupils build well on their previous learning and, by Year 2, nearly all are fluent readers and competent mathematicians. The school has worked hard and with much success to improve the overall planning of the curriculum, particularly by linking together subjects such as art and design, science, religious education and ICT. This gives pupils a deeper understanding of all subjects because it helps them to see the links between various aspects of their learning. Another strong feature of the curriculum is that many of the activities the pupils carry out are practical and encourage the pupils to work independently.

16. The curriculum for the Foundation Stage links all the areas of learning effectively, and provides a range of interesting activities for the children. The stimulating environment and richness of resources encourages the children to want to learn. Although the school makes best use of the space in the outdoor area, there is a shortage of equipment for pupils to clamber over and this limits the development of their physical skills.

17. The school has very good systems to ensure that pupils of all abilities do well. The very good provision for pupils with special educational needs, including those with emotional and behavioural difficulties, ensures that these pupils grow in confidence and make very good progress. Pupils' needs are identified early in their school life, and teachers produce very detailed individual plans to support their learning, which ensures these pupils take a full part in all school activities. This is why they make such good progress. The school has good procedures to identify and support gifted and talented pupils through offering them a range of different activities suited to their needs and interests.

18. The curriculum is enriched through the school holding 'focus weeks' when performers, theatre groups and other adults, such as reporters, are invited into the school as a stimulus for pupils' writing. Visits to local places of interest help bring the curriculum to life. For example, Year 2 pupils recall a wealth of historical details about their recent visit to HMS Victory. Pupils are given a good range of opportunities to develop skills outside lessons, such as line dancing, sewing and cooking at "The Golden Club" every Friday, and football and French at after school clubs.

19. There is very good provision for pupils' personal, social and health education. It is enhanced by useful contributions from visitors from the community, such as the local police officer talking to the Year 1 pupils about road safety. 'Circle Time', when pupils gather in a circle to discuss issues that are important to them, such as caring for each other, helps them develop good relationships. During the inspection, Year 1 pupils talked maturely about the importance of respecting each other's views.

20. Pupils are prepared very well for their junior school. This includes a comprehensive programme called 'Looking forward to Key Stage 2' that helps to make this transition smooth.

21. The school has done much to improve its accommodation since the last inspection, which is now very good. It has created a stimulating environment that motivates pupils to learn. Interesting role-play areas throughout the school enable the pupils to use their imagination and feel what it might have been like to live in a castle or sail on HMS Victory. Resources are satisfactory, and the development of resources in ICT since the last inspection has helped to raise standards significantly.

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

The school offers **very good** care for pupils, **good** guidance and a **good** involvement in school life.

### **Main strengths**

- The school thinks high quality care is important to achievement, so it sets out to make pupils feel safe and happy and want to try to do their best.
- Children feel comfortable about talking to adults because adults listen to them, value their ideas and know their needs very well.
- Support for pupils of all backgrounds and abilities is effective and helps them achieve well.
- Children are helped to settle into school life very happily, so they are very keen to be here to learn.

### **Commentary**

22. The school takes great care to ensure that pupils feel safe, happy and valued so that they are ready to make the most of each day, in and out of class. It has very good arrangements to help new children settle in, and gives a warm welcome to new parents who come to see the school at work. As a result, even the youngest children are keen to come to school, reluctant to stop once they are working and confident enough to concentrate on attempting a task alone, or to ask for help.

23. The school has much better arrangements for child protection than at the last inspection and very good systems in place to safeguard pupils' health and welfare. For example, Year 1 pupils thoroughly enjoyed an imaginative presentation from 'PC Ted' and his police colleague on road safety. Pupils wrote thoughtfully in response to, 'What would you wish for this child at 18?' as part of the healthy schools programme. "I hope this boy has a granddad, or grandma or a mum or dad and a brother, sister and a good life and fresh water, some good food". Supervision at playtime is very good, but the school knows that staff need further training to build skill and confidence in managing behaviour and play successfully. As a first step, the school introduced 'playtime crazies' where anyone can join in an activity, such as line dancing, led by a learning support assistant to help those children who find play difficult.

24. Parents and their children feel strongly that the school takes very good care of them, particularly because teachers and helpers are very good at listening to people. This makes pupils feel that their ideas and worries are taken seriously. They are used to taking turns listening to each other and to thinking about other people's feelings, which helps them to understand when someone feels sad and to be pleased for another pupil who does well. As a result, pupils get on very well together and trust staff. Although there is no school council, pupils have regular chances to express their views during lessons and registration times. The school takes careful note of what they say, so, for instance, children were involved in the decision to have a 'bears' attic' in the reception class area.

25. In lessons, the help offered to all pupils, including those with special educational needs, is good and helps everyone to make progress at a similar rate. It is based on good assessment of how well pupils are doing and the steps they need to take to do better in particular subjects. Teachers and learning support assistants work very well together and their teamwork ensures that no-one is left behind in lessons when there is a new challenge, such as checking levels of understanding of forces involved in moving and stopping 'the lazy bear's wagon'.

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

The school has developed **good** links with parents and the community, which support achievement effectively. Links with other schools are **satisfactory**.

### **Main strengths and weaknesses**

- Parents are very pleased with what the school offers their children.
- Links with the local community enrich pupils' experiences well.
- Parents receive a great range of lively information so they have a good idea of how the school and their children are doing.
- Reports on pupils' progress are not always as clear and lively as other information for parents.

### **Commentary**

26. Parents' views of the school are very positive because they see it as a caring place with high expectations of work and behaviour. As a result, their children love school, enjoy learning and achieve well. They value the welcome they receive, the good teaching and the way the school is led. In their view, induction is very successful because of the way that the school contacts playgroups and sends staff to visit them, offers visits to children's homes, and gives families a chance to spend time in the new school. They have no significant concerns about the school.

27. The school uses the community well to give pupils a chance to try something different and meet people from whom they can learn new things. For example, visits to HMS Victory enthralled pupils and 'focus week' brought in interesting visitors such as theatre groups, artists and puppeteers. The vicar helps pupils to celebrate harvest and to understand its significance. A military band visited the school and Santa arrived in a tank at Christmas, to the children's amazement. The school ensures that pupils are aware of the needs of a wider community so elderly local residents come to the Christmas concert, and many charity initiatives, including the shoebox appeal, help with this.

28. The school sends home regular, lively newsletters that capture effectively the different activities pupils enjoy and its everyday life. These ensure that parents have a good idea what is going on and how they can help. BISA, the school's association, also sends home clear, informative newsletters, setting out diary dates, help required and the purpose of fund-raising, to encourage parents to join in, which they do. Parents help at events and, in several cases, in class. Such support ensures that parents make a good contribution to children's learning.

29. Reports on children's progress in the Foundation Stage are very good because they are very clear and give the children a chance to show what they can do, with a large space for their own drawing and writing. Reports in Years 1 and 2 are usually clear, although occasionally give too much information about what the class has covered and not enough about what the individual pupil can do or needs to practise. Pupils' comments are included, but typed, so lack the personal touch and sense of achievement provided by the drawing or line of writing in Foundation Stage reports.

30. The school has good links with pre-school groups. Not all pupils transfer to the junior school next door, but the school does all it can to ensure that moves to new schools are as smooth as possible through its good network of contacts.

## **LEADERSHIP AND MANAGEMENT**

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

### **Main strengths and weaknesses**

- The very good leadership of the headteacher inspires all members of the school community to strive for high standards.
- Staff work very well as a team to ensure a consistent approach to the way pupils learn.
- Governance is good overall, but they are insufficiently involved in the early stages of the budget planning.
- There is very good day-to-day management of finances by the administrative officer.

### **Commentary**

31. There has been good improvement in leadership and management since the last inspection, especially since the appointment of the headteacher two years ago. The leadership by the headteacher is very good. She has a clear overview of all elements of the school's work, and has created effective teams to improve the quality of teaching and learning. The headteacher knows the pupils well, teaching regularly and monitoring samples of pupils' work to see where improvements need to be made. The deputy headteacher sets a very good example in her teaching, and in the leadership and management of the Foundation Stage, literacy and ICT. Subject co-ordinators generally lead their areas well and make good contributions to this well-run school. Their role in evaluating the quality of teaching through lesson observations, however, is limited to English and mathematics. While these observations provide good support for teachers in these subjects, the lack of regular monitoring in other areas prevents their further development. The co-ordinator for pupils with special educational needs provides very good support to pupils and teachers. Very thorough systems for identifying these pupils, the provision of well-matched work to improve their skills and the rigorous tracking of their progress mean they achieve very well. The school has justifiably gained a good reputation for the way it includes all pupils in every aspect of school life.

32. The management of the school is good. All staff are clear about their roles in the raising of standards and have good opportunities to attend training courses to improve their skills. The headteacher's first priorities on appointment were to improve pupils' achievement in reading and mathematics, where standards had fallen significantly, and to raise standards in ICT that were criticised in the last inspection. A thorough analysis of pupils' national test results in reading and mathematics revealed that improvements were needed in the teaching and curriculum planning.

The staff worked very well together to make necessary improvements, and standards in both subjects were well above average in the latest national tests. The school has rightly identified raising standards in writing as the next priority. Standards in ICT were raised by providing good training for teachers and teaching assistants, and updating resources. Standards in ICT are now above average.

33. The school has good systems to get the best value from its funds. The building of the Jubilee library has done much to raise standards in reading, and the leasing of computers has proved a very cost effective way of giving pupils regular access to ICT programs. The management of day-to-day financial transactions is very good. Careful monitoring of expenditure by the administrative officer enables the headteacher to make the best use of her time monitoring the work of the school.

34. Governance is good. Governors are committed to and enthusiastic about the school and have a good knowledge of its strengths and weaknesses. They provide parents with good, comprehensive reports of the school's work. Although governors understand where the school works successfully, and share a common desire to improve further, they are insufficiently involved at the early stages of the budget planning cycle; this limits their role in planning for the school's future development. Governors fulfil all their statutory responsibilities.

35. The governors, through good financial management, have been able to make important improvements to the accommodation. During the past two years, redundant space has been turned into useful teaching and library areas to improve working conditions for staff and pupils. The school utilises ICT well for administration, and staff are well trained to use computers for writing pupils' reports and curriculum planning.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	579869	Balance from previous year	37071
Total expenditure	589356	Balance carried forward to next year	27583
Expenditure per pupil	2445		



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

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

Provision for children in the reception classes is **very good**.

#### **Commentary**

36. Children's Attainment when they start school is average overall. There is, however, a very wide range of ability, with some children's skills well below average and others above. The reception classes provide a very stimulating environment with very good resources. This, alongside very good teaching in all areas of learning in the Foundation Stage, enables the children to do very well in their reception year. Teachers and teaching assistants work very well as a team. They have a very good knowledge of the needs of young children and are skilled at making learning fun for them. The school has very good arrangements for children starting school and very close links with parents to ensure that children settle quickly into school life. Assessments of what children can do are very good. Their individual needs are identified early to ensure that all children of all abilities do well. Very good management of the Foundation Stage ensures that children receive a broad and interesting curriculum, with a good balance between the teachers' input and children's independent learning. Since the last inspection, the school has made very good progress in improving provision.

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

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

#### **Main strengths**

- Relationships are very good.
- Teachers provide very good opportunities to help children become independent learners.

#### **Commentary**

37. The high expectations of adults ensure that children know what is expected when they are tackling activities, and how to behave. Teachers teach personal and social skills very well through carefully planned activities, as was seen to spectacular effect when children worked with great co-operation with an enormous 'parachute'. Children work very well in groups, sharing ideas maturely and listening respectfully to each other's ideas. Children's independent learning is very well managed. Good organisation of classroom routines teaches children well how to take out and put away their resources without fuss. Teachers provide many good opportunities for children to plan their own activities, and this helps them make important decisions about their own learning. Nearly all children are likely to exceed the standards expected of them by the time they have completed the reception year.

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

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

#### **Main strengths**

- Children make very good use of role play areas.
- Teachers provide good opportunities for independent writing.

#### **Commentary**

38. Teachers provide many stimulating activities to develop children's communication, language and literacy skills. Models of a space ship, castle and a variety of puppets provide exciting means of getting children to talk and experiment with language. Children speak confidently to adults and,

during lessons, listen very well to the teacher and to each other. Teachers develop children's early writing skills well, and many are already writing their own names. Boys, however, tend to be less keen to write, and teachers work hard at finding ways to make writing interesting, such as producing 'speech bubbles' for pictures. These work very well and both boys and girls have great fun writing their own 'speech bubbles' to make labels for the characters in the role-play area. Children handle books carefully and are beginning to read and write familiar words using their knowledge of letter sounds. By the time they leave reception, most children will have achieved the standards expected of them.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths**

- Teachers plan many good practical activities to help children learn.
- There are many stimulating mathematical displays.

### **Commentary**

39. Children achieve very well because of the high quality of teaching in this area, and nearly all are likely to reach the expected standards by the time they enter Year 1. Teachers provide many exciting activities to develop children's awareness of number and shape. These include singing activities, counting games and practical tasks, such as sorting and making comparisons between shorter and longer objects. Children learned much when they made their own trains and compared their lengths to consolidate work done earlier in a taught session. Most children recognise and name numbers accurately to ten. A few more able children add and subtract beyond ten, and are given very good challenges to make the most of their talents. Teachers use displays very well to reinforce the language of number and these give children constant reminders of number sequences. Children gain a good understanding of time using nursery rhymes, and of money using the role-play areas to practise shopping with coins. They develop a good awareness of measurement and capacity through the use of water and sand.

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

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

### **Main strengths**

- Teachers make effective use of a wide range of resources.
- Children are good at using computers.

### **Commentary**

40. Children achieve very well in this area because of the rich resources and wide variety of experiences that teachers provide. By the end of the reception year, nearly all will have reached the standards expected for their age. They gain a good understanding of the world around them through visits to local shops and the school grounds. They learn much from investigating interesting items brought into school, such as a live hedgehog or sunflowers. Most explain clearly how some mechanical toys work. Children are beginning to understand the difference between the past and present by looking at old and new toys. They develop a good awareness of other cultures by making different types of bread, including chapattis, and shopping for a stir-fried meal. Most children use the mouse tool on the computer with good dexterity. They are good at moving objects across the screen and using the drawing and painting tools. They use programmable toys very well for children of their age.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teachers make good use of the outdoor area.
- There is a shortage of equipment for children to climb.

### **Commentary**

41. Since the last inspection, the school has developed a good outdoor area. Teachers make the best use of this space to develop children's physical skills, but a lack of climbing frames prevents children from extending their skills. Most children pedal and push vehicles with good control and dexterity. Children move around the hall with confidence in physical education lessons, and develop sound throwing and catching skills with balls, beanbags and quoits. They are helped to move to music by the good examples shown by adults. Children are given frequent opportunities to develop finer motor skills, such as cutting and sticking, through a wide range of stimulating activities. By the end of the Foundation Stage most children will have reached the expected standard for their age.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths**

- Children benefit from a wide variety of stimulating activities.
- Teachers provide very good opportunities for role play.

### **Commentary**

42. Children play imaginatively with small figures and road and farm lay outs. They use role-play areas very well, and work furiously to keep the 'castle' clean. They show good skills when they make a wide range of puppets, and use them imaginatively in the puppet theatre. Teachers provide many interesting opportunities for children to use paint, different types of pencils, play dough, clay and collage using a variety of materials. Children show good skills when producing this artwork and teachers make the most of their efforts by hanging their contributions in the 'picture gallery'. Children achieve well when making three-dimensional models such as houses in a street using cardboard, glue and scissors, often working very independently. By the end of the Foundation Stage, nearly all children will have reached the expected standards for their age.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **good**.

#### Main strengths and weakness

- Standards in reading, speaking and listening are above average and pupils achieve well.
- Boys' achievements in writing are not good enough.
- The teaching and learning are good.
- Leadership and management of the subject are good.

#### Commentary

43. By Year 2, standards in reading are above average, and pupils achieve well. These standards are much higher than those found at the last inspection. This is because the school identified the weaknesses in pupils' reading skills and focused successfully on improving the way reading is taught and learned. In the 2003 national tests, pupils attained well above average levels in reading, but the relatively high proportion of pupils in the current Year 2 with special educational needs, particularly in their reading, explains why standards this year are lower. Over the last three years, girls have performed better than boys in the reading tests but, while this trend continues, boys are starting to catch up.

44. By Year 2, pupils show a good understanding of how to tackle new and unknown words, and this makes their reading fluent. Most sound out words and read unfamiliar texts making use of a good range of strategies, including picture and context clues. The school's focus on improving reading skills has been effective. One very good strategy has been to use boys from a local secondary school as 'reading partners', especially to encourage and support the boys. This has worked well, and boys' standards are starting to improve. Pupils read regularly to adults, who keep useful records to track their progress. Pupils with special educational needs make very good progress in their reading. Regular reading sessions and very good work to teach them how to sound out letters help them grow in confidence and start to enjoy reading.

45. The home/school contact books for reading are used well to include parents in their child's learning. The book areas in shared areas and in classrooms are well stocked and there is a wide range of texts for pupils to borrow. The 'Jubilee' library has a good stock of non-fiction and information books, and older pupils are confident in how to use the facility. The use of a librarian helps Year 2 pupils develop their library skills.

46. Pupils achieve well in speaking and listening, and standards are above average. Pupils listen well and speak confidently. Their spoken contributions are clear, detailed and interesting. Pupils ask relevant and sensible questions and listen very well when they are interested in a topic. Teachers are good at extending the speaking skills of more able pupils, who show a wide vocabulary during question and answer sessions. For example, they discussed the merits of various materials when making angels in a religious education lesson, using words such as 'transparent' paper and 'overlay' properties.

47. While standards in writing are average, they lag behind standards in other aspects of English. In the national tests, girls nearly always perform better than boys, and to a greater extent than is found nationally. This was evident during the inspection where a larger proportion of boys were in the lower attaining groups. However, many pupils of both sexes have difficulties in handwriting. The school identified this as a weakness and introduced a new handwriting scheme at the beginning of this term. This has yet to have a significant impact and many Year 2 pupils are still printing their letters. Teachers provide some good opportunities for pupils to write independently, often using ICT programs. In some of their best work, pupils wrote about their visit to Nelson's ship. One wrote, *"I was excited when I went to HMS Victory. First a man read a story about Nelson. Next we went to the top deck and we saw where Nelson fell. Then we went to see the cannons, they were big. My*

*favourite bit was the cannons*'. However, pupils do not yet see writing as a pleasurable activity. One of the reasons for this is the difficulty pupils experience in controlling their pencils and getting the thoughts 'through their fingers' onto the paper.

48. The quality of teaching and learning is good overall. The strengths include good planning that ensures that lessons build well on previous learning; teachers' good subject knowledge so that pupils learn the basic skills correctly; good methods of teaching using a wide range of strategies including whiteboards, question and answer sessions and debate, which makes lessons interesting; effective use of learning support assistants to help all groups of pupils learn; good use of assessment to show how pupils are doing and good use and development of literacy skills in other subjects, such as history and religious education.

49. Teachers' marking of pupils' work, however, does not always show where pupils have made mistakes or help them build effectively on their successes. For example, one teacher encouraged a pupil to use capital letters in his writing and, when he did, the teacher's marking gave no recognition of the improvement.

50. The leadership and management of the subject are good. Since the last inspection, the subject manager has helped to improve the curricular planning and ensures that teachers' lesson planning follows the scheme of work. She has a good grasp of how to raise standards of handwriting. Resources in the subject are good, as is the accommodation, especially that for the library.

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

51. Most staff plan thoughtfully to develop pupils' skills in language and literacy in a range of subjects. Good discussions are encouraged, and pupils are taught the importance of listening carefully to each other. ICT is used well to present some work, and the development of pupils' writing skills is encouraged through subjects such as geography and history. In science, the over-use of worksheets gives pupils too few opportunities to improve their writing skills.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- There has been very good improvement in standards.
- The teaching and learning are very good.
- Teachers make very good use of practical activities to motivate pupils' learning.
- There are good links to other subjects.
- There is not enough guidance in the marking to help pupils make improvements.

### **Commentary**

52. Standards in the national tests in 2003 were well above average and showed that pupils achieved very well. Pupils' current work shows that these standards have been maintained. Standards have improved so much since the last inspection because of better planning to include links to other subjects and more rigorous tracking and targeting of individual pupil's progress. Teaching is regularly evaluated to ensure its high quality and all staff have received useful training in teaching numeracy skills.

53. In Year 2, teachers spend lots of time improving pupils' quick recall of number facts and nearly all count in twos, threes, fives and tens easily. They are confident using fractions to find halves, quarters, thirds and tenths of shapes. Pupils are skilled at using numbers to a thousand and at solving problems to find, for example, whether all even numbers can be divided by two. Nearly all measure, use money, tell the time and explore the properties of three-dimensional shapes

accurately. They use a wide variety of ways to present information with graphs and pie charts and are beginning to use the computers to do this. Pupils with special educational needs achieve very well because of the high quality of the support from teachers and learning support assistants.

54. The teaching and learning are very good. Teachers have high expectations and use questions well to challenge the more able pupils. They use lots of practical activities so that pupils are interested in what they are learning. Teachers provide games, models of shapes and fractions, as well as many activities working with partners so that pupils understand more readily. Consequently, pupils concentrate very well and work hard. Mathematical displays in every classroom, some of which are interactive, help pupils to see number as an everyday activity and this gives them confidence when doing calculations. Assessment of individual pupil's skills is good and some teachers are developing useful methods to involve pupils in assessing their own work. Teachers mark pupils' work regularly, but miss opportunities to show how they can do better. Homework is used very well to support the teaching that is going on in the classroom.

55. The leadership and management are good, with senior staff showing a clear knowledge of what needs to be done next to continue the improvement in mathematics. The subject manager's role is satisfactory, and she is beginning to take on more responsibility for evaluating standards of teaching and learning.

### **Mathematics across the curriculum**

56. The school has successfully developed good links with other subjects to help increase pupils' understanding of mathematics. Pupils use their number skills to make quick calculations during early morning 'warm up' sessions. They make drawings of short and taller objects in art and design, measure accurately in design and technology, use time lines in history and draw graphs using computers.

### **SCIENCE**

Provision in science is **good**.

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

- Standards have improved significantly since the last inspection.
- Pupils are skilled at investigation work.
- The teaching is good.
- The leadership and management are good.
- Teachers provide too few opportunities for pupils to write about their experiments.

#### **Commentary**

57. By Year 2, standards are above average and pupils achieve well. The school has worked hard to raise standards over recent years and with considerable success. Improvements have been achieved by increasing the amount of time dedicated to science teaching, regular tracking of pupils' progress to see where they need to improve and better teaching of experimental skills.

58. Teachers provide lots of opportunities for pupils to learn through experimentation, and this approach works well. For example, it gives pupils a thorough grasp of how plants grow and how electrical circuits work. Pupils have a very good knowledge of the human body. Through a topic about 'ourselves', for example, they gained a clear understanding of the functions of the main organs of the body and the importance of a good diet and regular exercise to stay healthy. Pupils have a good awareness of how forces act to push and pull objects and understand some factors that control the speed of objects, including friction.

59. The teaching and learning are good. Teachers are skilled at presenting pupils with ideas and leaving it up to them to test out their theories. For example, in a good lesson on forces, the teacher set pupils the challenge of showing how 'The Lazy Bear' got his cart up and down a slope, in order to assess how much they had learned from earlier lessons. The teacher provided just enough guidance to give pupils a good chance of success and left them to it. They worked hard to test different theories and methods until nearly all achieved the lesson's objective. Teachers have a good scientific knowledge and this ensures that pupils learn the correct skills. A weakness in the teaching is the lack of enough opportunities for pupils to write up their findings.

60. The leadership and management of the subject are good. The subject co-ordinator has worked hard to raise standards, and the extra focus on stretching the more able pupils has yielded very good results. While in 2002 only one per cent of pupils attained the higher Level 3 in the Year 2 teachers' assessments, this year 49 per cent did so. The co-ordinator has done much to 'raise the profile' of science in the school. The provision of dedicated science areas in all classrooms, for example, provides pupils with lots of reminders about their work, and the extra time now dedicated to science in the curriculum is steadily raising standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths**

- Standards have improved significantly since the last inspection.
- The school has spent wisely on extra computers.
- Teachers' knowledge is good.

### **Commentary**

61. By Year 2, standards are above average and all groups of pupils achieve well. The big improvement in standards since the last inspection, when provision was unsatisfactory, is the result of good staff training to give teachers the skills to teach well; better planning to cover all aspects of the curriculum and more up-to-date computers.

62. Pupils are confident using the computer keyboard and locate the required keys quickly to write stories and amend their text. They are particularly good at collecting data and producing accurate graphs of their results. For example, in their work linked to science, mathematics and design and technology, their block graphs and pie charts showed clearly how foods fit into different categories and which are their favourite foods. Pupils have a clear understanding of the importance of accuracy in their work on computers and how wrong information yields unreliable results. They make good use of the Internet to research their topics, and found valuable information to enhance their knowledge of HMS Victory. Pupils have a good understanding of how to control robot devices using an accurate sequence of instructions. Pupils with special educational needs achieve well, and benefit from the interesting programs designed to improve their literacy and numeracy skills.

63. The teaching and learning are good. Teachers are confident in their own knowledge of the subject and are good at explaining new work. This means that pupils learn important basic skills well and grasp new concepts quickly. Teachers provide a good balance of instruction and opportunities for pupils to work on their own. In one lesson, for example, the teacher taught pupils how to write a list of instructions to make a sandwich to prepare them for when they had to produce a sequence of moves to direct a floor robot.

64. The leadership and management are good. The subject leader and headteacher have worked effectively to raise standards of teaching and learning and rectify the weaknesses found in the last inspection. A new scheme of work gives teachers good guidance for planning their lessons and ensures that pupils build well on their skills as they move through the school. Good assessment systems provide an effective check on pupils' attainment and progress.

## Information and communication technology across the curriculum

65. The school makes good use of ICT across the curriculum. In literacy, for example, pupils use word processing programs well to write book reviews and redraft their stories. In mathematics they reinforce their work on fractions, and in geography and design and technology they direct a floor robot from one of their model houses to another.

## HUMANITIES

During the inspection, no geography or history lessons were seen, and evidence is from looking at samples of pupils' work, photographs, subject co-ordinators' files, displays and talking to pupils. These show that standards in geography are **average**. Pupils talk knowledgeably about different parts of the world and how to get there. They have a clear grasp of how the climate changes from one season to the next and how this affects the clothes you wear. Pupils in Year 2 showed a good knowledge of aspects of the seaside they had studied last year. In history, standards are average. Pupils use a time line accurately and have a good historical vocabulary. They have a good understanding of life on board HMS Victory, name the various parts of the ship correctly and explain the key events in Nelson's life. Teachers make good use of the castle in the role-play area to enable pupils to explore aspects of life at that time.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths

- There are good links with other subjects.
- Pupils enjoy the subject.
- There is a good range of books to support learning.

## Commentary

66. By Year 2, standards are in line with those of the Agreed Syllabus and pupils' achievement is satisfactory. Most pupils have a secure understanding of Judaism and Christianity and some of the important celebrations of both faiths. They easily recall knowledge from previous lessons and this helps them learn new work quickly. They understand clearly why Christians celebrate Christmas, and have a good grasp of the similarities and differences between different faiths. Their contributions are thoughtful and reveal their good understanding of celebrations such as Hanukkah, and why symbols such as the menorah are significant to Jewish people. They also know why Christians light candles at Advent.

67. The teaching and learning are satisfactory. Teachers use work in religious education well to extend and practise pupils' speaking and listening skills. For example, in one lesson, pupils in Year 2 explained eloquently how the Christingles they made represented aspects of Jesus' life. Sensitive questioning by the teacher encouraged pupils to use precise ideas such as, 'the red ribbon represents Jesus' blood when he died'. In a Year 1 lesson, the teacher made good links with art and design, as pupils created large angels as part of their Christmas display. This lesson built effectively on the previous one about, 'What are angels?' This stimulated a response, "It's magic, magic," when a five-year-old saw the finished contributions.

68. The subject does much to develop pupils' personal, social, spiritual and cultural awareness. When pupils study faiths, for example, they begin to understand the way that other people live and see clearly that worship and prayer are everyday events for some people. They explore the significance of special events in their lives, considering things and people that are precious to them. Teachers make effective use of a suitable range of resources to motivate pupils and help them understand difficult concepts. The subject is led satisfactorily to ensure comprehensive coverage of all the required aspects of the locally Agreed Syllabus. The subject manager is aware of the need to



develop further the assessment systems, to upgrade her own subject knowledge, and to evaluate the quality of teaching in the subject. Visits to the local church enrich the provision.

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

Only two lessons were seen in physical education, one in art and design and music and none in design and technology. It is not, therefore, possible to make a judgement about provision in these subjects. These subjects were sampled. By talking to pupils and looking at their work and displays around the school, it is clear that standards in art and design are **above average** and pupils achieve well. Pupils show a good control of pencils, crayons and paintbrushes and work carefully. They mix colours imaginatively and produce very good pictures in the style of famous artists. Their pictures of fruit in the style of the work of Cézanne are of high quality. The subject is enriched by having a 'focus week' during the spring term when fine arts graduates work alongside pupils at the school. In design and technology, standards are **above average**. Pupils have made good models of robots with a very good attention to detail. Their models of a street, complete with houses and a church, show good skills in measuring, cutting and joining materials. This work was linked very well with ICT as pupils instructed a floor robot to move along the street and stop at particular houses. Their designs are well thought out and are clearly labelled to show the different parts.

In physical education, standards in the areas observed are **average**. Pupils move easily around the hall and come up with a sound variety of ways to travel. They put together some good sequences of moves, and a few more able pupils show very good skills as they perform cartwheels to start their sequence. Most throw balls well, but their catching is unreliable and they spend a lot of time chasing balls around the hall. Pupils have a good awareness of the effect of exercise on their body because teachers make a point of bringing their attention to their raised heartbeats.

In music, the singing in assemblies is **good**. Pupils sing tunefully and with a good sense of rhythm. They remember tunes and words well and sing with great enthusiasm. Good enrichment activities include visitors such as the Army band, who played for the school this year.

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

No lessons were seen in this subject and there was no past work completed by the pupils that could be used to evaluate the standards achieved. As a result, it was not possible to make judgements about pupils' achievements or the quality of teaching and learning. The curriculum section of this report evaluates provision for pupils' personal, social and health education as **very good**.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

*poor (6); very poor (7).*