

INSPECTION REPORT

KILLAMARSH INFANT SCHOOL

Killamarsh

LEA area: Derbyshire

Unique reference number: 112579

Acting Headteacher: Mr Rob White

Lead inspector: Dr Brian Male

Dates of inspection: 26th – 28th January 2004

Inspection number: 256605

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 3 – 7 |
| Gender of pupils: | Mixed |
| Number on roll: | 253 |
| School address: | 43 Sheffield Road Killamarsh Sheffield |
| Postcode: | S21 2DX |
| Telephone number: | 0114 2485852 |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs Julie Kirk |
| Date of previous inspection: | May 1998 |

CHARACTERISTICS OF THE SCHOOL

This community infant school takes pupils from three to seven years old, and is maintained by the Derbyshire Local Education Authority. At the time of the inspection there were 186 full time pupils in seven classes, and a further 67 pupils attending the nursery on a part-time basis. Many pupils start school with standards of attainment below those usually found. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is also below the national average. There is a very small proportion of pupils from ethnic minorities and none at an early stage of learning English. A new headteacher had been appointed just before the inspection, but she had not yet taken up the post. The school had been led for the previous year by its deputy headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------------|----------------|---|
| 14806 | Dr Brian Male | Lead inspector | Foundation Stage, history, geography |
| 19419 | Mrs Sue Boyle | Lay inspector | |
| 18703 | Ms Christine Canniff | Team inspector | English, religious education, art and design, design and technology, music, physical education |
| 20404 | Mr John Evans | Team inspector | Mathematics, science, information and communication technology (ICT), special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** with many very good features. There is a good overall quality of educational provision and pupils achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- The acting headteacher has provided very good leadership for the school
- There is a very positive ethos in the school, and relationships are very strong
- Behaviour is very good, and pupils are very positive in their attitudes to learning
- The quality of teaching is good overall with many very good lessons
- Children receive a very good start to their education in the nursery
- Subjects other than English and mathematics need more time and a better focus on progression
- Reception class children need better access to a designated outdoor area

The school has made good progress since its previous inspection. Standards of attainment in reading and writing are now higher by the end of Year 2, and standards in mathematics have been maintained. Pupils' attitudes and behaviour have improved. The quality of teaching has improved, and support for pupils is significantly better. The key issues raised have been addressed, although further development is needed in assessment.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| reading | C | B | B | A |
| writing | C | B | C | C |
| mathematics | C | D | D | D |

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good overall, and standards are broadly in line with the national average. Inspection evidence indicates that standards in Year 2 this year are higher than 2003 in mathematics and are now in line with the national average, and have been maintained in reading and writing. Standards in science, ICT and other subjects are broadly in line with those usually found. These standards represent good achievement taking account of many pupils' starting point, and are promoted by the quality of the teaching and the pupils' very positive attitudes to learning

Pupils make very good progress through the nursery and reception classes. Many children start in the nursery with standards below those usually found, and by the time they move into Year 1, attainment is generally in line with the goals children are expected to reach by the end of the reception year, with many children attaining beyond this. This is good achievement. There is good support for pupils with special educational needs across the school and they make good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils behave very well and have very good attitudes to school. They are open, friendly, self-confident and willing to work independently. Pupils' personal qualities such as relationships and concern for others are generally very good. The rate of attendance is in line with the national average, and punctuality is good.

QUALITY OF EDUCATION

The quality of education is good overall. The quality of teaching is good overall and often very good. Across the school, teachers work very hard and have a very good commitment to their pupils. There is some very good support for learning from teaching assistants (known as educational care officers). In the best lessons, there are high expectations, pupils are involved in an exciting range of practical tasks, and there is a quick pace to learning. Teaching in the nursery and reception classes is very good overall, and there are very good opportunities for children to learn independently through a wide variety of stimulating play activities where learning goals are clear and very well supported by teachers.

The curriculum is good overall but is too heavily weighted to English and mathematics in Years 1 and 2. This detracts from the quality of provision and progress in other subjects. There are very good arrangements for pupils' care and welfare. The school is adequately staffed overall, but some classes have more than 30 pupils. The accommodation offered by the 1882 school building is satisfactory overall, but varies in size and quality from class to class. Some areas such as the nursery are very good. The plan to relocate the reception classes with access to an outdoor area needs urgent implementation. Resources are generally good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The acting headteacher has led the school very well and has created a very positive and relaxed ethos where pupils are valued and encouraged to enjoy learning. This ethos is very much appreciated by parents, pupils and staff. He has also harnessed the enthusiasm of staff and improved the partnership with parents. The management of the school is good, and the senior staff monitor and evaluate provision effectively. The governing body has a generally good oversight of the school but needs to ensure that it keeps well in touch with parents and staff, and that its admissions procedures do not allow classes to rise above 30 pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school, and are particularly appreciative of the work of the acting headteacher. There is no area where a significant number of parents wish to see improvement. Pupils are also very positive in their views of the school and enjoy their lessons. The school's good partnership with parents contributes to pupils' positive attitudes and enhances learning.

IMPROVEMENTS NEEDED

In order to build on its good provision, the next steps for the school are to:

- Give more time to subjects other than English and mathematics
- Change the curriculum in Years 1 and 2 to ensure better progression in subjects other than English and mathematics
- Implement its plan to move the reception classes to the ground floor and give them easy access to an outdoor play area

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good overall. Standards have risen since the previous inspection.

Main strengths and weaknesses

- Children achieve very well in the nursery and reception classes
- Achievement is good overall in Years 1 and 2
- Standards in reading are above average

Commentary

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.9 (16.5) | 15.7 (15.8) |
| writing | 15.1 (14.9) | 14.6 (14.4) |
| mathematics | 15.8 (16.1) | 16.3 (16.5) |

There were 73 pupils in the year group. Figures in brackets are for the previous year.

1. The school's scores in national tests for seven year olds in 2003 were above the national average in reading, average in writing, and below average in mathematics. Compared to similar schools, scores were well above average in reading, average in writing and below average in mathematics. Scores in reading and writing in 2003 were similar to previous years, whilst mathematics scores declined in 2002 and 2003. The variations relate mainly to differences in the classes of children, particularly the proportion with special educational needs in different years. The decline in mathematics scores was slight and was associated with the school's greater focus on writing. The balance has been restored under the leadership of the acting headteacher, and standards in mathematics have now risen.
2. Inspection evidence indicates that standards in reading are still above the national average and in writing they are still in line. Standards in mathematics have risen and are now also in line with the national average. Standards in science, ICT, and other subjects are also generally in line with those usually found. Overall, these standards represent good achievement for the pupils, taking account of their overall below average starting point.
3. Many children start in the nursery with standards of attainment below those usually found, and standards in communication, language and literacy are often well below average. Children make very good progress because of the quality of teaching and the rich curriculum of first-hand experiences that is provided for them. By the time they move into Year 1, attainment is generally in line with the goals children are expected to reach by the end of the reception year, with many children attaining beyond this. There is very good progress in all of the six expected areas of learning except physical development where progress is good. The lack of direct access to the outdoor area for reception children is the factor here.
4. Pupils with special educational needs receive good support and make good progress. Support is particularly good from the teaching assistants. Individual education plans are drawn up appropriately and the targets are helpful. There is little significant difference between the attainment of boys and girls. The very small number of pupils from ethnic minorities attain in line with all others. The school has just started to identify gifted and talented pupils for special support; at the moment they achieve well in line with other pupils.

5. The good achievement across the school is promoted by the good quality of the teaching and the pupils' very positive attitudes to learning

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal development, including spiritual, moral, social and cultural development, is very good. Attendance is satisfactory and punctuality is good. Pupils' attitudes, behaviour and personal development are better than they were at the previous inspection.

Main strengths and weaknesses

- Pupils enjoy school and the opportunities it provides
- Pupils work well independently and with each other
- Pupils behave very well and are very positive in their approach to learning

Commentary

6. Pupils say that they like their teachers. Pupils clearly enjoy their lessons, and find them exciting and interesting. They thrive in the very positive school ethos, and work hard. They keep trying even when they find the work difficult, and are proud when they have done well. Their parents are very positive about the school and this supports pupils' very positive attitudes. These very good attitudes to work are quickly established in the nursery and reception classes, and maintained well as pupils move through the school.
7. Pupils are very clear about their teachers' expectations for work and respond well. A significant strength is the way in which pupils work when they are not being directly supervised by the teacher. In these situations, even the youngest children settle very quickly to what they are expected to do, become absorbed in their work and work well. They also work very well with each other, showing consideration for others, by sharing information and resources.
8. Pupils behave very well, and rarely have to be told about poor behaviour. Very occasionally some are not as attentive as they should be, but they very quickly respond to the positive approach of their teachers and concentrate well. Pupils get on well with each other, and because they get on well behaviour incidents of a serious nature are extremely rare. Pupils are confident that if they feel they are being bullied they can go to staff and it will be sorted out. Pupils play well together in the playground, although some of the play can seem rough at times, and some children say they find this difficult. This is particularly the case for the younger children. There have never been any exclusions at the school.
9. Pupils' spiritual, moral, social and cultural development is good. Staff are very valuing in their approach, and it is because of this that pupils are confident and outgoing, and know how to relate to others in ways that are positive and supportive. Pupils are very responsible when carrying out their monitoring duties in class, and even children in the nursery have a good understanding of the responsibilities of living in a community. The older children are learning to be polite and will stand back to let an adult pass. They show caring attitudes towards others and are sensitive to the needs of others. Pupils know the school rules and understand the consequences of poor behaviour. Pupils learn about their own culture through visits and visitors to school but opportunities to learn about other cultures are more limited.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.4 | School data | 0.3 |
| National data | 5.4 | National data | 0.4 |

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

10. Attendance is in line with the national average and pupils arrive punctually for school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good, and it is very good in the nursery and reception classes.

Teaching and learning

Teaching and learning are good overall, and assessment is used generally effectively to promote learning. These have improved since the previous inspection.

Main strengths and weaknesses

- Teachers have very good relationships with pupils, and manage their classes very well
- Teachers' valuing approach builds pupils' confidence
- There is a good range of teaching and learning methods
- Expectations are high and there is a very good range of practical work in the nursery and reception classes
- Expectations are not always sufficiently clear, or assessments so sharp, in subjects other than English and mathematics in Years 1 and 2
- There is some very good support from ECOs

Commentary

Summary of teaching observed during the inspection in 43 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactor y | Poor | Very poor |
|-----------|-----------|----------|--------------|--------------------|------|-----------|
| 0 | 11 (26%) | 18 (42%) | 14 (33%) | 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 where 30 or more lessons are seen.

11. Teaching is very good overall in the reception and nursery classes. In Years 1 and 2, teaching is good overall; it is good in English and mathematics where expectations are high and the range of methods wide, and generally satisfactory in other subjects. Across the school, teachers work very hard and have a very good commitment to their pupils. The very good relationships they have with their pupils, and the valuing approach that they take, build pupils' confidence and encourage their very positive attitudes to learning. These are significant factors in the pupils' good achievement.
12. Where teaching is very good, there are very high expectations of pupils' learning together with stimulating practical activities that challenge pupils' thinking and extend their understanding. For

example, in a very good Year 2 mathematics lesson, there were high expectations of pupils' number work with mental calculations in adding three numbers, and moving on quickly to equivalence (for example, $3+2=4+1$). Pupils' thinking was extended by being asked to explain their mental methods. In a very good Year 1 English lesson, pupils reading with the teacher were very well challenged to explain what was happening, to make predictions and to look for clues in the text to tell them how to read with expression.

13. There is a good range of teaching and learning methods in use. For example, pupils are often asked to discuss things with a talking partner. This paired discussion is a very effective method of extending speaking and listening skills as well as developing understanding. In a Year 1 English lesson, pupils were asked to discuss appropriate captions for a picture from a story and one pair came up with the very well-worded sentence, "She waved goodbye to the sweetshop," about a lollypop running away in the style of the Gingerbread Man. Their discussion had enabled them to develop their original idea from, "She ran away." Another effective method is the encouraging of pupils to evaluate their own and other pupils' work in order to make clear what they need to do to improve. This is a feature of the best 'plenary sessions' where pupils discuss their work at the end of lessons, but is often used in the course of other lessons. For example, in physical education lessons pupils are often asked to comment on the performance of others. In a Year 1 lesson, pupils were asked to make 'wide shapes' with their bodies whilst lying on the floor. The pupils watching showed great sensitivity in pointing out that a very tightly curled pupil was "not very wide", and then moving his arms and legs for him so that his position was better.
14. The very good teaching in the nursery and reception classes is characterised by the wide range of interesting practical activities provided for the children, and by the independence they are given to explore these activities. What makes this so very valuable are the clear learning goals set for the activities, the high expectation set for children, and the way adults work with them to extend understanding. For example, children in the nursery do not just play with construction equipment, but discuss with adults which pieces are longer or shorter, what colour they are, how many there are and how they will fit together. Very good role-play in the reception class also extended language use and imagination well because adults played alongside the children and extended their ideas. There are some very good activities planned that capture children's interest and enthusiasm. For example, nursery children were taken on a 'rocket' to the moon to count the rocks there. This device turned what might have been a straightforward counting exercise into an almost magical one for the children, dressed in silver helmets and swaying to the movement of their 'rocket' as they sat on their row of chairs. A large puppet was used very effectively in an exercise to learn initial letter sounds. There were photographs of the puppet in a supermarket buying things starting with 'M', and then the actual objects were in class for the children to handle and name. Again, a straightforward letter-sound activity was transformed by the exciting approach and the very thorough preparation of the lesson.
15. Assessment is used very effectively in the nursery and reception classes, and in English and mathematics elsewhere, to set targets and ensure that pupils are working at the right level. Teachers are very clear about the different expectations of Levels 1 and 2, in English and mathematics, and even the distinctions within these levels. Nursery and reception class teachers are very clear about the various national 'stepping stones' of learning against which younger children are assessed. Assessment is not so sharp in other subjects in Years 1 and 2, and as a result progress between the year groups is not always sufficiently defined in planning, and older children are not always challenged to move on to the higher level (Level 3). The basis of planning of these other subjects where Year 1 and 2 pupils study the same topic in science, history and other subjects has not helped here. Many teachers have felt uncomfortable with this approach and wish to change.
16. There is some very good support for learning from ECOs; for example, the very good letter sound lesson described above was taken by an ECO. They work well alongside teachers and in taking groups of children both in class and outside for extra support. There is some

particularly effective support for pupils with special educational needs from teachers and ECOs.

The curriculum

The school's curriculum is good overall, and very good in nursery and reception classes. It provides a suitably broad range of opportunities that are soundly matched to pupils' needs and aptitudes. There are appropriate opportunities for enrichment. The school's staffing, accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- There is a very good curriculum in the nursery and reception classes
- The curriculum prepares pupils well for the next stage in their education
- Curriculum planning in subjects other than mathematics and English places too little emphasis on progress between Years 1 and 2
- In Years 1 and 2, too much time is devoted to English and mathematics at the expense of other subjects
- The provision for pupils with special educational needs is good; however, arrangements for withdrawing pupils from class for extra support sometimes break the continuity of pupils' learning
- Children in the reception class need better access to a designated outdoor activity area

Commentary

17. The curriculum is broad, relevant and interesting. Supported by the strengths in teaching and pupils' very good attitudes to learning, it prepares pupils well for junior school. Work in mathematics and English is carefully planned to build progress and, as a result, pupils achieve well in these subjects. This provides a good base for their future work. Shared targets in mathematics and English involve pupils in the management of their own learning, helping to build responsibility and independence. Opportunities for group and paired work, for example in ICT, help pupils learn to collaborate effectively. Teachers build pupils' self-esteem, generate enthusiasm for learning, and successfully promote the good work habits and personal organisation pupils will need for future study.
18. The good planning for mathematics and English is supported by concise assessments and detailed tracking. It promotes good progress and achievement. However, in subjects other than English and mathematics, planning gives too little emphasis to building progress between Years 1 and 2. Planning arrangements in these other subjects mean that pupils often cover similar ground in successive years. Not enough is done to ensure that, when a topic is covered for the second time, expectations are raised and the demands on pupils increased.
19. In most classes, the entire morning session is devoted to the teaching of mathematics and English. This results in morning lessons that are too long and also restricts the time available to study other subjects, for example, history, geography and art. This disturbs the balance of the curriculum and leads to slower progress in pupils' personal, social and health education, without necessarily raising standards in English and mathematics anyway.
20. The provision for special educational needs is well organised and effective. Clear, practical targets are identified in pupils' individual education plans, although these are not always so clear in mathematics. These are carefully followed during additional individual and group sessions and are beginning to be effectively linked and combined with classroom targets. The work of the school ECOs is of very good quality and underpins the good achievement of pupils with special education needs. Good relationships, teachers' skill in targeting questions and their readiness to acknowledge pupils' contributions build pupils' confidence and secure good achievement. The school's positive ethos and the sound attention to all aspects of pupils'

personal and social education combine to make the school welcoming and inclusive for all pupils.

21. Pupils are sometimes withdrawn from lessons in a way that interrupts their progress in learning. Within withdrawal sessions pupils often progress well, but planning and timetabling arrangements do not always enable pupils to incorporate their new learning into their class work. For example, pupils are sometimes withdrawn in the afternoon for extra mathematics work when their mathematics lesson took place in the morning. This means that they cannot apply and benefit from their learning in the mathematics lesson and, furthermore, they miss learning from the subject being taught in the afternoon.
22. The school's accommodation is satisfactory overall, and very good in some areas such as the nursery. However, the present reception class has no direct access to a designated outdoor activity area. The school has good plans to provide such an area and these need to be implemented to allow the outdoor element of the Foundation Stage curriculum to be met more easily. The school hall is too small, restricting the range of activities, particularly in drama and physical education.
23. There is a sufficient quantity of experienced and well-qualified teaching and non-teaching staff to meet the demands of the curriculum. In all subjects, the range and quality of resources are satisfactory and relevant to the needs and ability range of the pupils. There is a satisfactory range of extra-curricular provision, including clubs for football, athletics and dance. However, a charge is made for these and this may deter some pupils from attending, limiting access and reducing equality of opportunity.

Care, guidance and support

There are very good arrangements for the care, welfare and health and safety of pupils. There is good support, advice and guidance. There is good involvement of pupils in the work and development of the school. This is a significant improvement since the previous inspection.

Main strengths and weaknesses

- Induction arrangements for children entering the nursery are very good
- There is a very good emphasis on the care, health and safety of pupils
- Pupils are confident in the adults in school, and feel well supported

Commentary

24. The induction arrangements for children entering the nursery are well thought out, and matched to individual need. The home visits help staff to quickly establish an effective relationship with parents and children. Parents are provided with information to enable them to support their child with learning at home. As a result of these measures and the very supportive ethos in the nursery, children settle well.
25. The school has a comprehensive policy for the health and safety of pupils. Staff are well trained in child protection procedures; they keep a close eye on pupils' welfare and take appropriate action. Other aspects such as first aid are given high priority. The facilities of the school are generally well matched to children's needs, but the toilet doors are too low to give adequate privacy, and this is a matter of concern to some pupils.
26. Pupils feel well supported. They say they would go to an adult with a worry and they are confident that they would be listened to and their concerns sorted out. Teachers have clear expectations, and they help pupils to make their work better. Parents are very satisfied that their children are encouraged and helped to do well.

27. Within this very supportive ethos pupils are encouraged to share their views, which are taken seriously. The personal, social and health education programme is used well to give pupils planned opportunities to talk about how they would like their school to be. However, the time given to this is often too short for lessons to be really effective.

Partnership with parents, other schools and the community

The school has good links with parents. Links with the community are satisfactory. Links with other schools and colleges are good. These have improved since the previous inspection,

Main strengths and weaknesses

- Parents have very positive views of the school
- The partnership with parents makes a very strong contribution to children's learning
- The links with other schools and colleges are developing well
- Reports do not always make clear the progress pupils have made

Commentary

28. Parents feel that the school has improved dramatically over the past year in terms of ethos and approachability. They attribute this to the acting headteacher. Parents now feel welcomed in school and valued. They very much appreciate the opportunity to bring their children into the classroom at the start of the day. The atmosphere at this time is very supportive and reassuring for both parents and children.
29. Parents are helped appropriately to support their children's learning. Information about the curriculum is sent to parents in advance. However, it is only in the core subjects of English and mathematics, and does not tell parents how they can help their children. Workshops give parents appropriate opportunities to find out about learning methods and how they can support their child at home. Some parents give valuable help in classrooms. The thriving parent teacher association works hard. The school is interested in its parents and their views. Parents are consulted effectively about what they would like, through a suggestions box. Information for parents about the progress children have made is still not always made clear on the annual reports. This was an issue at the previous inspection.
30. Links with the community are matched well to the needs of the curriculum. There is a good range of local people who come into school to talk about what they do, and which contributes well to the learning about 'people who help us'. There are visits out to various places of interest, and the school makes good use of the nearby Rother Valley centre, mostly for science.
31. The school has fairly recently established some good links with other schools. A teacher uses her expertise and experience of the nursery and reception classes to support other schools in the county. The links with the junior school are well established for transition, but the curricular links, which had been established some considerable time ago, lapsed and are currently being developed again. The school provides very good support for student teachers, and students from local colleges come for work experience.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall. Management is good overall, and the acting headteacher has provided very good leadership. The governance of the school is satisfactory.

Main strengths and weaknesses

- The acting headteacher has provided very good leadership for the school and has created a very positive ethos and raised staff morale
- Senior staff provide effective support for the running of the school

- Leaders of subjects other than English and mathematics need to focus on planning for the higher levels of attainment in Years 1 and 2
- The governors need to ensure they keep well in touch with parents and staff

Commentary

32. The acting headteacher has led the school very well and has created a very positive and relaxed ethos where pupils are valued and encouraged to enjoy learning. This ethos is very much appreciated by parents, pupils and staff. He has also harnessed the enthusiasm of staff and improved the partnership with parents. His own positive, encouraging and valuing approach to pupils and parents has provided a very good role model for all staff. He has continued and supported many valuable developments in the school such as assessment, teaching approaches and curriculum developments. It has not been easy for him to make significant changes because for the first few months it was assumed that the substantive headteacher would be returning.
33. Senior staff have been effective in their support for the acting headteacher and in the commitment to the school. The subjects of English and mathematics are particularly well led and standards of attainment reflect this. The Foundation Stage co-ordinator is very effective, but has not been given sufficient time to monitor the work of the reception classes sufficiently. Nevertheless, the classes run very well indeed. The leaders of subjects other than English and mathematics are generally effective in their work, but now need to look more closely at the curriculum approach to ensure that pupils in Years 1 and 2 work at the correct levels and are challenged to progress to the higher expected level, Level 3.
34. The leadership and management of provision for pupils with special educational needs are good. Individual education plans contain helpful targets and support is good. As a result pupils make good progress.
35. The management of the school is good, and systems for monitoring and evaluation are effective. There are very good systems for tracking pupils' progress in English and mathematics that promote good progress.
36. There is good support for new members of staff, and there are good programmes for professional development. The school is very effective in providing a setting for initial teacher training. At the time of the inspection there were a number of students in school, in both teaching and support, and they were being very well supported.
37. The school's budget is managed effectively and systems of financial control are sound. Expenditure is related appropriately to the targets on the school's development plan and the balances are within the usual limits.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|--------|-------------------------------------|-------|
| Total income | 492908 | Balance from previous year | 11527 |
| Total expenditure | 477825 | Balance carried forward to the next | 26610 |
| Expenditure per pupil | 1593 | | |

38. The governing body has a generally good oversight of the school but needs to ensure that it keeps well in touch with parents and staff, and that its admissions procedures do not allow classes to rise above 30 pupils. The plans to move the reception classes to the ground floor, and give them easier access to the outdoor area, need to be implemented urgently.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in this area is **very good**, and has been improved since the previous inspection, especially in the reception classes.

39. Children receive a very good start to their education in the nursery and reception classes. They are involved in a very wide range of stimulating, practical activities. There are clear learning goals for these activities, and expectations are high. Children rise to these high expectations because the quality of support, and relationships with adults, are so good that the children are confident to try new things and tackle challenges.
40. The quality of teaching is very good overall in the nursery and reception classes. The teachers and ECOs work very well together and share a common desire to provide high quality education. There is a pervasive valuing approach to the children which encourages confidence and positive attitudes to learning. Great thought is given to making learning experiences interesting and stimulating. Assessment is used very effectively to ensure that children learn at the right level. There is very good support and guidance for children through the supportive ethos and adults' concern for the children as individuals. There is a very good partnership with parents who are welcomed into the nursery to work with their children at the beginning of each session. Leadership and management of the nursery are very good and staff work very well as a team. The phase leader has not had sufficient opportunity to monitor the work of the reception classes and this has reduced her impact on the Foundation Stage as a whole.
41. Many children start in the nursery with standards of attainment below those usually found, and standards in communication, language and literacy are often well below average. As a result of the very good provision, they make very good progress and most are on target to achieve the national early learning goals by the time they move into Year 1 in all six areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The strongly supportive ethos encourages confidence
- All staff work very well together to encourage children
- Learning opportunities are embedded in a wide range of activities

Commentary

42. The strength of the personal, social and emotional development programme lies in the clarity of the learning goals and the way in which learning opportunities are embedded in such a wide range of activities. Adults are very adept at making use of these activities to promote learning within this area. For example, children playing with construction equipment are encouraged to discuss each other's models in a very sensitive and supportive way. Throughout the classes, there are very good opportunities for children to develop independence, from self-registration in the nursery to the afternoon activities in reception classes. There is more direct teaching of personal, social and emotional development to older, reception class, children but the greatest development is through the informal approach. As a result of very good teaching and the very good role models provided by adults, children develop very well in terms of their attitudes, self-esteem, relationships, behaviour, independence and sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a very good focus on the range of language and literacy skills
- A wide range of contexts is provided for children to develop these skills
- There are high expectations

Commentary

43. Children's very good progress in this area is promoted by the very wide range of contexts in which they are encouraged to use language and communicate. These range from the very good discussion encouraged by adults in every activity in which children engage, to specific teaching within a 'Literacy Hour' approach for older reception children. For example, adults always encourage children to talk about what they are doing: "What colour are those?", "How will you fix those together?", "What does that feel like?". Adults even talk to children on the telephone. They also provide some very rich contexts for language use such as the role-play areas. These are well thought through to provide a variety of speaking, reading and writing opportunities. For example, the nursery café has menus the children helped write, as well as signs, and the requirement to order food and take orders. Early reading and writing exercises such as the puppet in the supermarket looking for items starting with 'M' are both stimulating and very helpful. The very good range of informal writing opportunities in the reception classes are very valuable in giving children independence to select from a wide range of books, envelopes and other real materials. Children respond very well to these. The group reading activities in the reception classes are very valuable where there is an adult with each group and where the activity is not sustained for too long. The factor of length is also important for the more formal, 'Literacy Hour' approach in the reception classes. These are most effective when short and aimed at the oldest children. The very good teaching and all these rich experiences promote children's very good progress, and most attain the national early learning goals with many achieving beyond this.

MATHEMATICAL DEVELOPMENT

Provision mathematical development is **very good**.

Main strengths and weaknesses

- There is a wide variety of interesting practical learning opportunities
- Adults maintain a very good focus on number work
- Expectations are high

Commentary

44. Early mathematical development is based very securely on a wide range of first-hand experiences. Adults use these first-hand experiences very effectively to develop knowledge and understanding. For example, when children are using construction equipment, adults ask questions such as, "How many more do you need?", "Will this shape fit?", and "Will this be long enough?" These build children's understanding of number, shape and measures. More formal work in the reception classes maintains the very good progress, through recording of calculations and mental addition and subtraction. There were some very high expectations in a reception class where children were asked to find the pattern when ladybirds were moved from one leaf to another ($0+5=5$; $1+4=5$ etc). The teacher's very clear explanation together with the

ladybirds being physically moved from leaf to leaf, enabled almost every child to spot the pattern and understand what was happening. This was very high achievement for the children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are involved in a wide range of stimulating activities
- There is very good planning to ensure coverage of the required areas
- Expectations are high

Commentary

45. Teachers plan very effectively to cover the various areas. There are very good opportunities for children to explore and investigate materials, living things and events. They are encouraged to be curious and ask questions, and this is stimulated by the very good range of experiences arranged for them. There are good opportunities to design and make things through construction kits and a variety of materials, and children develop their skills very well in this area. There is good use of ICT, especially in the nursery, and children develop very good confidence and competence with the mouse and keyboard. They investigate the world around them and develop a good sense of time and place. The very good variety of formal and informal experiences, together with high expectations and very good teaching, ensures that children make very good progress. Most are in line to achieve the early learning goals by the time they move into Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The nursery provides a very good range of physical activities indoors and out
- Children in the reception classes have restricted access to the outdoor area

Commentary

46. There is very good provision for physical development within the classrooms. Children have very good opportunities to use a good range of tools, materials and equipment, and adults provide very helpful guidance in this. Children develop skills and confidence with tools such as scissors and paintbrushes, and even children in the nursery are able to hammer in nails. Nursery children have very good access to the outdoor area where the range of materials and activities enables them to develop a broad range of skills, although the space for using large wheeled toys is rather restricted. Reception class children do not have direct access to a designated outdoor area. This restricts physical development and is the reason why provision in this area is good rather than very good. There are plans to move the classrooms downstairs and develop an appropriate outdoor area. In the meantime, teachers make good use of the playground and hall to provide some good opportunities for development.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- There is a very good range of activities to promote learning
- Role-play is used very effectively in this aspect of learning

Commentary

47. The school provides a very good range of stimulating activities in this area with its usual clear learning objectives and very good support from adults. Role-play is used very effectively in all the classes to promote imagination and the expression of ideas. These are often incorporated into other learning experiences such as the trip to the moon in a rocket in a mathematics activity. The café in the nursery and shop in the reception classes give good scope for imagination as well as social interaction. There are very good opportunities for children to explore a range of media and ideas through painting, drawing and three-dimensional modelling. The children respond to these very well, taking pride in their work, and giving thought to their shapes and colours. There are good opportunities for music, especially through singing and the use of percussion instruments. Through this rich variety of experiences, children make very good progress and most are on course to achieve the early learning goals by the time they move into Year 1.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good** overall and standards have improved since the previous inspection.

Main strengths and weaknesses

- Pupils make good progress overall and achievement is good, particularly in reading.
- Opportunities for speaking are not sufficiently structured
- The teaching of English is good overall
- The leadership of the subject is good

Commentary

48. Good teaching enables pupils to attain above average standards in reading and average standards in writing by the age of seven. Pupils achieve well in relation to the well below average attainment in language and literacy skills which many have when they start school, because the subject is well led and the action taken to raise standards is carefully monitored. Pupils with special educational needs also make good progress because tasks are planned to meet their needs and they receive good support from the learning support assistants. A lot of time is given each day to teaching reading skills. This time is generally used very effectively so that pupils make very good progress when sessions are not too long. They read well and make good use of their word building skills when attempting unfamiliar words. The updated range of reading books has helped to extend their interest and enjoyment of reading. They talk enthusiastically about the traditional tales that they have read, demonstrating good knowledge and understanding of events. Pupils have regular opportunities to write, and by Year 2 most can communicate their ideas satisfactorily. Teachers give good guidance, making good use of the reading texts as a stimulus for pupils' own writing. Work in books shows a range of writing styles and pupils demonstrate a sound grasp of basic sentence structure. Comparatively few pupils write in sufficient detail or make enough use of description to enliven their work and reach the higher level (Level 3).

49. Standards in speaking and listening are average overall. Pupils' listening skills are better than speaking and throughout the school standards in listening are above average. However, standards in speaking are below average for many pupils. This reflects the well below average language and communication skills that many have on entry to the school. In all lessons, pupils have opportunities to answer questions and discuss their work, and in the best lessons,

teachers and assistants model responses. There are some good methods in use, such as paired discussion with a learning partner, but the development of pupils' speaking is not sufficiently structured, and there are not enough planned activities to help them develop confidence and improve these vital skills further. More could be done to build on the very good role-play in the nursery and reception classes.

50. Teaching is good overall, and teachers set high standards for pupils' work and behaviour. They manage pupils positively and thoughtfully, praising and recognising their achievements. Lessons are carefully planned and prepared to challenge pupils at the right level. All lessons are clearly focused, but teachers do not always make clear to pupils what they are to learn or evaluate this with pupils at the end of the session. Teaching assistants are very well deployed, often to support small groups in reading and writing sessions, or individuals with special educational needs.
51. The subject leader is enthusiastic and knowledgeable and manages the subject well. Progress is regularly monitored and evaluated to inform targets. The regular checks on pupils' standards and progress, and the rigorous analysis of national test results and of how teaching and learning can be improved are important reasons for the improvement in standards since the last inspection.

Language and literacy across the curriculum

52. Other subjects are used appropriately to promote the use of pupils' literacy skills. Pupils write simple reports of experiments in science and accounts of what they have learned in subjects such as religious education. Although pupils have many opportunities to answer questions, there are too few opportunities for them to speak formally or to take part in role-play. Not enough use is made of ICT for pupils to draft and to edit their work.

MATHEMATICS

Provision in mathematics is **good**. Standards have been maintained since the previous inspection.

Main strengths and weaknesses

- Pupils of all abilities, including those with special educational needs, achieve well
- The quality of teaching and learning is good
- Pupils' ability to solve problems is less secure than their learning in the other aspects of mathematics
- There are good assessment and tracking arrangements
- Subject leadership and management are good

Commentary

53. The range of pupils' attainment on entry to the school varies widely; a high proportion of pupils start school with below average mathematical knowledge and understanding. Good teaching and teachers' shared commitment to achievement raise pupils' attainment to the national average by the end of Year 2. This maintains the standards found at the previous inspection. The last two years saw a very slight decline in standards, attributable to differences in the groups of pupils, but this has been redressed. Pupils with special educational needs share in the overall good achievement because of the sensitive teaching and good support that they receive.
54. Pupils' knowledge and understanding of number, shape, space and measurement are securely in line with the levels found nationally. Pupils also gain useful experience of data handling and graph work. However, standards are barely average in the problem-solving aspects of the subject. For example, most pupils work out some simple money problems, identify simple

patterns in sequences of numbers and use some mathematical language to discuss different shapes. However, only the most able have the confidence to choose the methods needed to solve a problem or to justify and explain their answers. Teachers have identified this relative weakness and modified the planning and emphasis of lessons to counter it.

55. The quality of teaching is good overall and there is some very good teaching. All teachers manage pupils well, ensuring very good behaviour and building good work habits. They secure and sustain pupils' interest well and set tasks that challenge pupils of differing abilities effectively. Oral number work is lively and engaging, encouraging good progress. Relationships and the ethos for learning in lessons are consistently very good. This gives pupils the security to learn and the confidence to contribute in the knowledge that their ideas will be sensitively received. Teachers modify work carefully to match individual learning needs. Classroom support is well planned and effective, though, on occasion, withdrawal sessions are timed in such a way as to interrupt learning.
56. The arrangements for assessing and tracking pupils' performance are detailed and thorough. Teachers use assessment information well to identify the strengths and weaknesses in pupils' learning and to plan for and bring about improvement. By sharing personal targets with pupils, teachers encourage responsibility and independence. Pupils' individual targets are reflected in teachers' questioning which takes careful account of each pupil's personal and learning needs. However, the targets set for some pupils with special educational needs in their individual education plans and the targets set for their class work are sometimes not linked closely enough. This results in some slowing of progress.
57. The leadership and management of the subject are good. The subject leader is knowledgeable and effective. There is useful, systematic monitoring of teaching and learning. This informs planning constructively, and enables areas of relative weakness to be targeted and strengths to be shared.

Mathematics across the curriculum

58. There is some sound use of numeracy in other subjects, for example, science, but, overall, this aspect of mathematics is underdeveloped. The use of ICT in mathematics is underdeveloped, though there are some sound examples of graph programs being used in pupils' work on data handling.

SCIENCE

Provision in science is **satisfactory**. Standards of attainment have been maintained since the previous inspection.

Main strengths and weaknesses

- Strengths in teaching promote the pupils' good achievement
- Curriculum planning does not put enough emphasis on progress between Years 1 and 2
- Expectations of Year 2 pupils are not always sufficiently high
- Pupils' attitudes to learning and behaviour are very good
- More use could be made of ICT in pupils' science work

Commentary

59. The satisfactory standards identified at the previous inspection have been maintained. Most pupils reach the levels expected for pupils of their age, both when compared with all schools nationally and when compared with schools of similar type. This results from strengths in teaching including the quality of relationships, the positive ethos for learning and teachers' sensitivity in the management of pupils. Pupils with special educational needs achieve well

because of the good quality support that teachers and ECOs provide. Pupils show a satisfactory knowledge and understanding of the living world, the properties of some different materials and some processes such as the movement of electricity in a simple circuit. In discussion pupils are able to explain the importance of accuracy in making observations, use some scientific vocabulary and describe investigations they have made, describing the predicted outcomes and setting these against their findings.

60. Planning arrangements mean that pupils often study the same topic in successive years, with a view to studying the topic at a higher level in the second year. However, the work that is set for Year 2 pupils often does too little to extend the work pupils have covered in Year 1, and does not challenge the older pupils enough. The school is aware of this issue and is already planning to address it.
61. The overall quality of teaching in science is satisfactory. Teachers share a commitment to improvement. They manage pupils well and question thoughtfully, drawing on their knowledge of each pupil to target questions precisely. They build pupils' self-esteem and encourage them by means of praise and recognition. However, the organisation of the curriculum has meant that expectations for older pupils have not been sufficiently clear, and so teachers have sometimes over-estimated attainment. This has meant that learning is not always pitched to challenge all pupils. In some lessons, pupils spend too long in writing plans before they start the investigations themselves. Many find this abstract work very difficult without the practical experiences first, and would benefit from more immediate practical experience.
62. At present, there is too little use of ICT in pupils' science work, though a few sound examples were seen of the use of the CD-ROM as a source of illustrations for a topic on the senses. The school is now emphasising the application of ICT skills across the curriculum and this aspect is already improving.
63. The leadership and management of science are satisfactory. During the absence on maternity leave of the usual post-holder, the acting headteacher has covered the subject, and there are now good plans to analyse pupils' attainments more rigorously in relation to the expected levels and to use assessment more effectively information to plan for improved achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for ICT is **satisfactory**. Standards have improved since the previous inspection.

Main strengths and weaknesses

- The recently established computer suite is well planned for and is bringing improvement to pupils' ICT skills
- The application of ICT in other subjects is underdeveloped
- Pupils' attitudes to learning are very good
- The subject co-ordinator provides good leadership but has been allocated limited time to manage the subject effectively
- There are no systematic assessment procedures in ICT

Commentary

64. By the age of seven, most pupils reach the expected levels for their age. Pupils' overall achievement is good. Pupils with special educational needs achieve well because of the effective additional support that they receive.
65. Until recently, lack of sufficient and suitably organised resources was a barrier to learning. The creation of the computer suite and the installation of sufficient numbers of networked machines in the classrooms are now beginning to be effective in extending and consolidating pupils' ICT

skills. By the time they leave the school, most pupils show suitably fluency in the use of the keyboard and mouse, and demonstrate familiarity with programs such as *Dazzle* to generate images and *Textease* to work with simple text. Many save and print their work and readily use specific vocabulary when referring to features of the keyboard or display. Brighter pupils point to the usefulness of ICT in presenting and amending their work and understand something of the value and applications of ICT in the wider world.

66. The lessons seen were of satisfactory quality. Teachers managed pupils securely and presented relevant tasks that engaged pupils well. Expectations were pitched relatively low and, while this often enabled lower attaining pupils to work independently, it did not do enough to challenge the most able.
67. At present, there is very little use of ICT in other subjects. The school has rightly identified this as the next area for planned development and has organised resources to facilitate it. Following subject training, teachers are suitably confident with ICT and have sound and, in some cases, good subject knowledge. Teachers are now prepared to build ICT into the wider curriculum in ways that both extend pupils' ICT skills and support pupils' work in other subjects.
68. Pupils' attitudes to learning and behaviour are very good. In lessons and discussion, pupils enjoy talking about their work, are enthusiastic, and concentrate well. Teachers plan good opportunities for pupils to develop independence and to learn to work effectively together.
69. The subject co-ordinator is enthusiastic, has good subject knowledge and is committed to improvement. She provides a good model in her own teaching. However, she has had no recent opportunity to monitor teaching and learning or to review attainment and is therefore unclear about the standards pupils are achieving in different parts of the school.
70. Broad plans for improvement, such as those to extend the use of ICT across the curriculum, are well founded. The development of the computer suite, the result of good planning in response to an identified need, is a valuable innovation. However, there are no systematic procedures for tracking and assessing pupils' attainment. This means that teachers cannot plan effectively to improve pupils' achievement and to meet the differing needs of individual pupils so that they are challenged at the right level.

HUMANITIES

History and Geography

71. It was possible to see only one history lesson and no geography during the inspection and so no overall judgements can be made about the quality of provision or teaching.
72. A review of pupils' previous work in these subjects indicates that the required programmes of study are taught appropriately and that standards of attainment are generally in line with those usually found. Most pupils attain the expected level (Level 2) but few attain the higher level in either subject. This is because planning is not sufficiently focused on the requirements of the higher level. For example, in geography pupils carry out good studies of the local environment such as houses and provisions, but older pupils are not always pushed on making comparisons and giving reasons for differences which are the higher expectations. This is mainly because all Year 1 and 2 pupils tend to work at the same level.
73. In the one lesson seen, Year 1 pupils studied a good range of Victorian kitchen and domestic utensils such as washtubs and washboards. They were given good opportunities to handle these, and find out about them, although the addition of water to the tub might have made the experience more valuable as well as enjoyable – if wetter for all concerned.
74. Good use is made of the local environment to involve pupils in practical activities. For example, a survey of local houses raised pupils' awareness of different features of buildings and

associated terms. They were also able to consider the age of the houses and so relate them to local history. This was well related to their own homes and gave good opportunities for parental involvement. Good use is made of the Rother Valley Country Park to enable pupils to explore the environment. The subject leader has a good oversight of the work in the subjects in terms of coverage, and now needs to focus on progress and the requirements of the higher level of attainment.

Religious education

Provision in religious education is **satisfactory**. Standards have been maintained since the previous inspection.

Main strengths and weaknesses

- Pupils develop a good respect for other peoples' beliefs
- There could be more focus on the higher levels of expectation of the syllabus

Commentary

75. Teachers' planning for the subject is satisfactory and sets out how pupils will be able to achieve the requirements of the locally agreed syllabus. By the age of seven, pupils are attaining standards that are broadly in line with the expectations of the county agreed syllabus for this age. This is good achievement for the pupils. Work in pupils' books is of a satisfactory standard and shows they learn about Christianity and Judaism; for example they are able to describe the key features of Shabbat and the background to Passover. They learn about aspects of other major world faiths, for instance festivals such as Diwali. They showed good respect for others' beliefs and practices. However, because pupils in Years 1 and 2 cover the same topics, expectations of how pupils will progress are not clear enough, and older pupils do not always move on to the higher expected levels. They do not have the opportunity to visit places of worship except for Christian churches, nor do they have the opportunity to talk to visitors from other faiths.
76. Teaching is satisfactory overall. In the lessons seen, teachers provided a good range of resources, which stimulated pupils' interest. Pupils enjoyed the lessons and willingly shared their own experiences and expressed their own ideas of what is of value to them. At the time of the inspection, the subject was under temporary leadership. Leadership has been satisfactory but now needs to focus on ways of improving progress to Year 2.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Two lessons were sampled in both art and design, and in physical education and one was observed in music. No lesson was seen in design and technology. Together with limited previous work available, there is insufficient evidence to make overall judgements on pupils' standards or achievements. No judgement about the quality of provision in these subjects can be made.

Art and design

78. In the art lessons seen teachers communicated information about weaving and demonstrated the techniques well so that pupils achieved standards appropriate for their age in the development of weaving skills and in their understanding of the use of and construction of a range of fabrics. In Year 1, pupils' portraits have been inspired by the work of Paul Klee. Their work shows their developing understanding of how to mix different tones and shades of colour. Teachers plan satisfactory opportunities for pupils to experience a range of media, including drawing materials, fabric and clay.

Physical education

79. In the two physical education lessons seen during the week pupils made satisfactory progress on their exploration of shape and movement. Teachers got them off to a good start with a brisk warm-up. Their planning had a clear focus so that pupils built up short sequences of shapes and movement over a series of lessons. Teachers and pupils managed the space in the small hall well, although this did restrict their movements. Where teaching was most effective, the teacher used pupil demonstration and pupils' evaluation of each other's performance effectively as a stimulus for improvement. The after-school clubs, which are taught by visiting specialists, contribute to the development of pupils' skills in football, sports skills and dance. Although open to all pupils, access to these is dependent on the ability to pay.

Design and technology

80. Planning in design and technology is satisfactory and covers all the areas required. In Year 2, pupils' work shows that they have a satisfactory understanding of the designing process. Systems for the assessment of pupils' progress in this subject and art and design are not fully established, but the curriculum leader has identified this in her action plan as an aspect of the subject in need of further development in order to ensure progression.

Music

81. Pupils enjoy music and join in with all activities enthusiastically. The standard of pupils' singing in whole-school assembly is line with expectations. They sing rhythmically, keeping good time with the accompaniment, and match their voices appropriately to the shape of the melody. The time allocated to music varies between classes due to the organisation of timetable. For some, there is not sufficient time for pupils to practise the skills they are taught so that progress is not ensured, particularly in regard to instrumental work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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