

# INSPECTION REPORT

## **TEESVILLE INFANT SCHOOL**

Teesville, Middlesbrough

LEA area: Redcar and Cleveland

Unique reference number: 111602

Headteacher: Mrs C Lamb

Lead inspector: Mr G Cooper

Dates of inspection: 9 - 11 February 2004

Inspection number: 258086

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
Number on roll:	147
School address:	The Avenue Teesville Middlesbrough
Postcode:	TS6 0DD
Telephone number:	01642 453310
Fax number:	01642 430488
Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Marsh
Date of previous inspection:	27 April 1998

## CHARACTERISTICS OF THE SCHOOL

Teesville Infant School and Nursery currently has 147 boys and girls on roll including the full-time equivalent of 27 children who attend the Nursery. Attainment on entry to school is below average. Almost all pupils are White British and pupils from other ethnic backgrounds are British born. There are no pupils for whom English is not the language of the home. The school was given a Schools Achievement Award in three successive years in acknowledgement of consistently high standards in National Curriculum tests. Subsequently in September 2002 the school took on 'Beacon School' status. It is also a pilot school for the national healthy eating fruit scheme. The school is set in a distinct community on the outskirts of industrial Teesside where unemployment is rising. About one pupil in five is entitled to a free school meal, although this figure is rising at present. The proportion of pupils with identified learning difficulties is about average. Of these pupils, two have a statement of special educational needs (provision for those with rather more profound learning difficulties). The degree of mobility, that is, those pupils who join and leave the school at times other than the usual time of admission and leaving, is relatively low. The school enjoys very stable staffing.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23647	Mr G Cooper	Lead inspector	English Science Information and communication technology Geography History Religious education Special educational needs English as an additional language
9520	Mr J Leigh	Lay inspector	
8420	Mrs V Roberts	Team inspector	Mathematics Art and design Design and technology Music Physical education Areas of learning in the Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Teesville is a very effective school providing good value for money.** Achievement is very good because pupils are taught very well within a very rich curriculum. There are no differences in achievement between different groups of pupils. Standards are consistently maintained at a level that is above or well above expectations. The standards achieved and the very good provision of the school are because the school is so well led and managed. There are no significant whole school barriers to achievement. The school successfully overcomes some lack of initial attainment when children enter school. The most significant aid to learning is the way all members of staff work well together.

The school's main strengths and weaknesses are:

- the very good achievement of pupils results from strong leadership and management and from very good teaching over time;
- governors make sure that they cover their legal requirements and challenge the school to succeed;
- parents are very satisfied with the school's work and this gives strong support to pupils' achievement;
- the curriculum is very well organised, providing a rich variety of learning experiences for all pupils;
- a stable team of staff is committed to the headteacher's clear vision for the school.

**The school has made good improvement since it was previously inspected.** That inspection identified a number of strengths, which the school has maintained and intensified. In response to the key issues of that inspection the school has put in place a very effective improvement plan that makes good use of available data on pupil progress and makes sure available finance is well used. This has resulted in strong improvements in the standards achieved. Effective strategies for observing lessons have led to significant improvement in teaching. The curriculum has been strengthened and enriched, benefiting achievement. The security of children in the nursery has been improved. At the same time, school effectiveness has improved through rigorous leadership and very good strategies for school self-evaluation. Knowing itself well, the school is vigorous in taking action to make more progress.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is very good.** Children enter the Nursery with a range of skills that are a little below those expected of others of the same age. By the time they are ready to leave the Reception classes, they are well on course to achieve the goals set nationally for the end of the Reception year. This progress is well sustained through Year 1 and Year 2. The results of National Curriculum tests indicate standards that are at least above average, frequently well above average and occasionally very high. (A\* is in the top five per cent of results nationally). The standards of work

seen are similar although the standard in mathematics is not as high as in recent years because these pupils entered school with lower than usual early mathematics skills. Pupils achieve very well because they are taught very well. Good attention is given to the learning needs of higher-attaining pupils to enable them to achieve to their capability. All necessary support is given to those who find learning difficult. They achieve very well given their barriers to learning. The school manages the challenge of mixed-age classes well, ensuring that pupils in these classes do as well as expected.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Strong features of pupils' achievement are their very positive attitudes to work and their very good behaviour in and out of lessons. Attendance is currently satisfactory although it has fluctuated over the past three years.

## **QUALITY OF EDUCATION**

**The quality of education is very good. Very good teaching** has sustained a high level of achievement in recent years. Teachers are quick to seize learning opportunities for all pupils. Consequently, **the quality of learning is very good.** Pupils apply themselves well to tasks and produce a good volume of quality work. Very positive and trusting relationships with adults have a strong bearing on the quality of teaching and learning.

**The curriculum is very good.** It provides very effective learning opportunities for all pupils. It has benefited a great deal from its 'Beacon school' status and from subsequent links with other schools. A high level of care meets the needs of all pupils in supporting their personal and academic development. The school is a well-respected part of the local community. A very strong and supportive partnership with parents gives pupils confidence in their school life. Taken together, these factors have a strong and positive effect on achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** Governors are very clear about fulfilling their responsibilities, ensuring that all legal requirements are met. The headteacher is a very effective influence on achievement, teaching and the curriculum. In this she is well supported by all staff. The school runs smoothly and calmly, providing a very effective environment for learning.

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

**Parents have a great deal of confidence in the work of the school.** They know that the school has high expectations of their child's personal development and achievement. **Pupils relish the learning experiences that are provided for them.** They are well settled and confident about their school work and life.

## **IMPROVEMENTS NEEDED**

In this very effective school, self-evaluation is accurate and penetrating. A robust school improvement plan is instrumental in moving the school forward. The most important thing the school should do to improve is to ensure that the priorities already identified in the school improvement plan, particularly in mathematics, science and information and communication technology, continue to develop high standards, maintain the quality of teaching and provide a curriculum that sustains the momentum of pupils' learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Achievement is very good throughout the school.** Standards in National Curriculum tests are mostly well above average and sometimes very high. The quality of work seen was of a similar standard.

#### Main strengths and weaknesses

- National Curriculum tests in 2003 were well above average in writing and mathematics and above average in reading.
- Children in the Nursery and Reception classes get off to a good start in their school life, making good progress and being on target to match the goals set for the end of the Reception Year.
- In the work seen, English and science were well above average while mathematics was average. Pupils make very good use of their literacy and numeracy skills to reflect their knowledge and understanding of other subjects of the curriculum.
- The use of information and communication technology (ICT) in other subjects is a growing strength of the school.

#### Commentary

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

Standards in:	School results	National results
reading	16.7 (17.4)	15.7 (15.8)
writing	17.2 (16.6)	14.6 (14.4)
mathematics	17.5 (19.4)	16.3 (16.5)

*There were 50 pupils in the year group. Figures in brackets are for the previous year*

#### 1. *National test results*

The school has sustained favourable results in National standard tests in recent years. Some results have merited the grade A\* which means that the school's performance has been in the top five per cent of results nationally. Except in writing, the results for 2003 represent a slight decline over recent years. However, results remain better than those of schools in a similar setting. Both boys and girls perform better than boys and girls nationally. There are some differences in the performance of boys and girls. However, except in mathematics, the difference is rarely consistent and generally quite small. In mathematics, girls have consistently done better than boys and the gap of difference was greatest in 2003. The school's results have improved at a rate similar to the national rate of improvement. When considered in the light of schools in a similar context, results were above average in reading, very high in writing and above average in mathematics.

#### 2. *Whole-school achievement*

Achievement across the school is very good. Several factors contribute to this level of achievement. Pupils are very well taught. Because they are well engaged in their learning, pupils make better progress than might be expected, often working at a level above that for their age. Positive attitudes and very good behaviour help pupils to maintain the level of their achievement. Teachers are aware of the learning needs of all their pupils, ensuring tasks that are meaningful and demanding of higher-attaining pupils but also designing activities for,



and giving the necessary support to, those who find learning difficult. There is particularly good planning in the mixed Year 1 and 2 class to ensure that not only do pupils of different levels of ability maintain the pace of their learning but also that pupils of different ages are appropriately challenged.

3. *Standards achieved in the Foundation Stage*

Children in the Nursery and Reception Classes enter school with some limitations to their early learning. Most settle very well to school and quickly get on target to match the learning goals in personal, social and emotional development. Although progress in early literacy and numeracy skills is not quite as brisk, most children are on course to match, and in some cases exceed, the early learning goals in communication language and literacy and in mathematical development. Although available evidence indicates suitable progress, there is insufficient evidence to make secure judgements about the early learning goals in knowledge and understanding of the world, creative development and physical development.

4. *Standards achieved in the work seen in Years 1 and 2*

In the core subjects of English, mathematics and science, standards generally reflect the results of national tests and teacher assessments. Writing is a particular strength of the school and it is well used to support learning, not only in English but also in history, geography, science and religious education. As a result, standards in these subjects are also above expectation for pupils' ages. Standards in mathematics are currently not as good as the results of national tests in recent years. This is something predicted by the school's tracking strategies and pupils are getting the intensive support needed to try to recover lost ground. However, standards continue match age appropriate standards for pupils' ages. Pupils also achieve well in personal, social and health education and citizenship where there are no national standards for comparison. The limited work available to be seen in other subjects was at least in line with the standard expected for pupils' ages. Overall, improvements have been made in standards achieved throughout the curriculum in the work seen during this inspection.

5. *Standards achieved in ICT*

For a range of reasons, the school has chosen not to build a computer suite to teach ICT. This strategy is paying off. Each classroom has several computers and, although they do not all represent the most modern provision in 'stand alone' computer technology, it does mean that pupils get sufficient regular practice to instil the skills that teachers are promoting. Therefore, pupils have sufficient speed when entering text or data from the keyboard. They have sufficient mouse skills to capture on-screen facilities. Pupils are very confident about logging-on, logging-off, saving and printing their own work. They use a range of programs that ensure all aspects of the ICT curriculum are covered. Their enthusiasm and endeavour ensures that they make the progress necessary to achieve the levels expected for their age and this is a significant improvement since the previous inspection.

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

**Pupils' behaviour is very good.** They mature very well during their time in school and personal development is very well cultivated. **Attendance is below national averages.**

### **Main strengths and weaknesses**

- School action to promote good attendance is very good.
- Interest and motivation of children is very good.
- Confidence and relationships are very good.
- School has very high expectations of behaviour.

## Commentary

### 6. Attendance

Attendance is below national averages. It is affected, for example, by children going on holiday in term time. The school does all it can to ensure pupils and parents are very aware of the importance of good attendance and rewards it appropriately. The school analyses attendance data thoroughly and involves external agencies where necessary. There is little unauthorised absence. The youngest children settle well and leave their parents happily at the start of the day. Most pupils' are punctual, although the school closely monitors instances of lateness to effect improvement.

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

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.0
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.*

### 7. Attitudes to school

Pupils like school very much, feel secure and most are keen to come. They are polite, helpful and considerate. They respect each other even when adults are not present. They show great interest in their work, find it fun in lessons and immerse themselves fully in what the school provides. They can work independently and co-operate well in groups. In a Year 1 activity they enthusiastically, and with obvious interest and delight, took part in well-chosen games designed to develop their numeracy, literacy, understanding and thinking skills.

### 8. Behaviour

Pupils behave very well in lessons and about the school. Most demonstrate self-control. Teachers have very high expectations for behaviour and pupils are able to achieve well. Inappropriate behaviour is always challenged. Pupils' relationships with staff are excellent. They take care of their own and others' property and take pride in their school. Play times, break times and mealtimes are well supervised and are characterised by calmness and happiness. The quality of behaviour is confirmed by the fact that school has had no need to exclude a pupil in recent years.

### 9. Personal development

Pupils develop very good confidence and self-esteem. Skilful questioning and encouragement by teachers ensures that pupils are confident to speak in front of their friends. For example, the youngest children in assembly can describe their achievements to others with growing maturity. Pupils engage very well in the responsibilities given to them and carry them out with pride. Children in Nursery and Reception are well on course to achieve and exceed the goals set for them in personal, social and emotional development.

10. Learning is made interesting with well-chosen activities that stimulate a desire to know more. Appropriate methods and resources are used, for example in a Year 2 music activity a large group played recorders in unison, with correct fingering, as they followed musical notation of crotchets and quavers to the correct rhythm and tempo whilst listening to a CD of background accompaniment.

11. Spiritual, social, moral and cultural development is very good and is the cornerstone of the work of the school. It has a most significant effect on achievement. Children are encouraged to talk about themselves and the beginnings of self-knowledge and spiritual awareness are developed. For example, in assembly Christian songs are sung and prayers are said

collectively to Father God thanking Him for friends, family and school and asking for His help in enabling them to work hard. Children get on very well together and can distinguish right from wrong. They have good opportunities to explore different cultures, for example, the celebration of Chinese New Year, an understanding of the symbols of Islam and an appreciation of South African traditional music.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided by the school is very good.** Its principle feature is strong quality teaching and learning. These get good support from the care and support provided for pupils and from the links the school makes, especially those made with parents and with other schools.

### Teaching and learning

Teaching and learning are **very good**. Teachers keep a close track of pupils' progress and this enables them to plan well for what needs to be learned next.

### Main strengths and weaknesses

- Teaching is very good because teachers bring many skills to their work.
- Very good learning is the product of very good teaching.
- Teachers know their pupils well, as year groups and individually, and use this knowledge very effectively to promote pupils' further progress.

### Commentary

12. *The quality of teaching and learning seen.*

#### Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	11	4	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.*

13. The quality of teaching seen during the inspection is reflected in the table above. The cumulative effect of teaching is very good. This shows in the consistent National Curriculum Test results, in the work seen in pupils' books and in the work pupils completed during the inspection. Teachers are very skilled in planning for lessons, designing tasks that meet the need of all their pupils yet remain interesting and stimulating. This is as true in both the Nursery and Reception classes, where children enjoy the appropriate tasks prepared for them. It is also true of lessons in Years 1 and 2 where activities for pupils both interest them and challenge them. Because teachers manage their pupils very well, pupils remain on tasks, concentrate well and finish a good volume of work. Lessons are well planned to interest and challenge and, therefore, pupils have positive attitudes towards their work. Good teacher subject knowledge enables lessons to make good use of interesting resources and go briskly with a swing. This gives pupils confidence in what they are learning.

14. *The work seen in pupils' books*

Pupils learn very well over time. The work in their books is accurate and careful. They acquire good skills in English and use them effectively across the different subjects of the curriculum. Accuracy in mathematics is not developed as effectively although pupils continue

to use their mathematics skills well to promote learning in other subjects such as science and geography. Pupils at all levels of ability produce a good volume of work that is different only in its finished quality. There is a consistency of approach on the part of all members of staff. This includes the work of learning support assistants and support staff in the Nursery and Reception classes. Alongside teachers, they plan well for their work, frequently, but not only, in support of those pupils who find learning more difficult.

15. *Assessment is very good, giving a strong impetus to learning*  
Adults working in lessons assess pupils' progress very effectively. This begins with the questions asked by adults. Questioning strategies enable adults to work out what pupils are learning, how much progress they are making and what needs to be taught next. The effective use of questioning strategies to move pupils on is as much part of the work of learning support assistants as it is of teachers. For example, during story time in the Nursery, pupils in all three groups (that led by the teacher and those led by other adults) were engaged and challenged in their learning through the effective and interesting questioning of all the adults involved. Teachers mark work effectively. They praise pupils for what they have done well. They give support and encouragement where work can be improved. From their observations, questioning and marking, they set future targets for learning that show they have a good understanding of where pupils stand currently and where they need to go to next. One of the ways in which the school is successful in raising achievement is the continuous and progressive nature of pupils' learning.
16. *Factors contributing to achievement through the quality of learning:*
- pupils' very positive attitudes to learning;
  - the use of very effective teaching strategies;
  - the involvement of all pupils in the learning;
  - the very good support given through different strands of assessment;
  - a healthy and open relationship between home and school;
  - a very well managed curriculum;
  - the very good progress of all pupils, especially those who relish learning and those who find learning more difficult;
  - a very effectively managed school where senior leaders are committed to improving standards.

## **The curriculum**

The curriculum is **very good** making a strong contribution to the quality of learning and to pupils' achievement.

### **Main strengths and weaknesses**

- The curriculum fully meets national requirements for the subjects and areas of learning taught.
- Given their ages, pupils have very good opportunities for enrichment to their learning.
- The school makes very good use of the range of staff, accommodation and learning resources available to it.

## **Commentary**

17. *The broad curriculum*  
The schools' approach to lessons ensures that a full curriculum is taught, meeting the needs of all pupils and fulfilling all national requirements for what is taught. The curriculum for children in the Nursery and Reception classes teaches the area of learning nationally recommended. Teachers plan a good range of activities for these children. All subjects of the

National Curriculum are taught. Religious education is given adequate time and is taught to the expectations of the locally agreed syllabus. Beyond this pupils have learning opportunities in personal, social and health education. The school has an appropriate and common sense approach to aspects of pupils' personal development such as an understanding of how some drugs can be a positive influence in a healthy life and others dangers and how humans grow and live together. There are two particular successes to the curriculum: the supportive way in which planning meets the needs of all pupils in mixed age range classes and the way in which planning is well managed to ensure challenge and high expectations for pupils who attain highly but also appropriately planned and managed to give the support necessary for those pupils who find learning more difficult.

18. *The enriched curriculum*

The school makes sure that pupils have a rich variety in their learning experiences. Each term, visits out of school are planned to broaden and enrich the curriculum. Both pupils taking part and parents coming along to support, express their interest and appreciation. Pupils bring back to the classroom a rich range of images and ideas. Visitors, often from the local community, come into school to provide pupils with an understanding of their work and experience. Unusually for children of this age, there is some provision of clubs out of school hours.

19. *The school's use of its available resources and accommodation*

Given limitations on school finances, the school makes appropriate provision of resources and maintains its accommodation and resources very efficiently. Sufficient well-qualified and experienced staff carry the main burden of teaching. The school provides generously for skilled learning support assistants who work very well alongside teachers. The accommodation is spacious and very well used. Learning resources are always at least satisfactory and sometime better than that. They are used effectively to manage and sustain lessons. Overall, the school makes the provision expected for the amount of money available but makes very well targeted use of all its accommodation, human and material resources.

### Care, guidance and support

**Very good steps are taken to ensure the care, welfare, health and safety of pupils. Very good support, advice and guidance are provided** based on very good monitoring of achievement and personal development. The school seeks, values and acts on the views of pupils well.

### Main strengths and weaknesses

- The care, protection and support for pupils are very good.
- The trusting relationships that pupils have with adults are excellent.
- The arrangements for getting children started at school are very good.

### Commentary

20. Child protection has a high profile. It is handled sensitively, effectively and promptly. Staff always work in the best interests of all pupils to safeguard their welfare. Child protection is well supported by comprehensive arrangements, where the school, parents and other agencies work together well.
21. The school ensures that pupils work in a healthy and safe environment very well. All reasonable steps are taken to keep children safe and protect them from injury or ill health. A comprehensive, annual health and safety audit is conducted and there are regular inspections of school premises.

22. The school provides a most secure, caring environment where pupils feel safe and are happy. Relationships with adults are excellent. Pupils are known very well as individuals. If they have a problem pupils are extremely confident they can go to an adult and get help. On numerous occasions children were seen talking to staff, who listened and provided help or re-assurance. It is clear that the school makes every effort to ensure every child can achieve what they are capable of. The school operates as a supportive family.
23. Careful records are kept to keep check on each child's progress. This information is well used to change the whole school curriculum where different emphases are found necessary. It is used effectively to change individual lessons and series of lessons. Data is appropriately used to group pupils, both within and outside lessons, for well-targeted support. The progress pupils make individually is charted and used well to set individual targets for future learning.
24. The school has very good procedures to monitor personal development. This has an impact on the achievements made by pupils both academically, and in the significant development of their personal qualities. Although largely informal, it is very effective because staff know their children very well and they use every opportunity through encouragement, support or target setting to develop all pupils. Although there are no formal strategies for listening to the views of pupils, the school has many informal ways of accessing pupils' views of the school and responds accordingly.
25. There are very good arrangements for introducing children into the Nursery, and in time into the Reception classes, which are flexible enough to suit the needs of children as individuals, and are based on very good relationships with new children and their parents. For example, home visits are made to the homes of children starting in the Nursery.

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

**The school's partnership with parents and the community is very good. Links with other schools are good.**

### **Main strengths and weaknesses**

- Information to parents about school and their children's progress is very good.
  - The contribution of links with parents to pupils' learning at school and home is very good.
  - Procedures to ensure satisfaction of parents are very good.
26. Parents are well informed by regular, well-presented general school newsletters. Notices display targets for learning in Reception. The prospectus provided for parents is of good quality and communicates well what the school does. It is interesting because it features photographs and many drawings by children. There are good opportunities to receive information on their child's progress throughout the year. Information for parents whose children have special educational needs is very good making sure that parents are kept well in touch with their child's progress. The annual report to parents on their child's progress is thorough. It includes detail on what each child can do. There are useful comments for parents to help improvement. Targets are clearly set and parents are informed what the child will be doing, for example using numbers beyond twenty.
  27. Parental views are very positive. They are very pleased with what the school provides. Parents think their children make good progress. The school encourages a strong sense of partnership based on mutual trust and confidence. The school is an 'open door' environment, very welcoming to parents, which results in very good relationships with parents. Parents are committed to the school and a good number help in school, for example in supporting reading, baking, assisting with swimming and craft. Parents assemble homework packs, and for example, Reception children have a mathematics activity trolley where parents borrow games and puzzles to support numeracy. If parents are concerned about anything they are confident to approach the school for resolution. Parents are appreciative that their children

receive the help and support they need. The school provides several very good opportunities to help parents support their children's learning through Family Learning programmes. This ensures that parents have a closer understanding of what their child is learning and how children learn best.

28. There are many visitors from the local community who contribute significantly to the achievement of pupils. For example, road safety is addressed through Kerb Craft and children have had visits where medicine safety has been discussed. Pupils have a very good understanding of those who work in the community. It is clear that this contributes strongly to the personal development of pupils. The school uses the local community very well to enhance the learning of its pupils through local walks and traffic surveys. Strong and productive links with other schools through the school's Beacon partnership benefit pupils' achievement.

## **LEADERSHIP AND MANAGEMENT**

**The leadership, management and governance of the school are very good.**

### **Main strengths and weaknesses**

- The governing body has a well established understanding of the school's strengths and weaknesses and works very effectively with the headteacher.
- The headteacher has a very clear vision for the school and gives strong educational direction.
- There is a very strong commitment towards equality of opportunity and high pupil achievement.
- Good self-evaluation procedures lead to improvement for both staff and pupils.
- Financial management is very well organised and makes a significant contribution to pupils' achievement.

### **Commentary**

29. The governors of the school bring a great deal of experience, expertise and commitment in shaping the direction of the school. The active relationship they have with senior management contributes appreciably to the success the school has in raising the standards of pupils. They are ready to celebrate the strengths of the school as well as question how areas for development can be achieved. Regular visits to the school and the organisation of purposeful committees means that governors know the school well and are in a good position to support the decisions of the headteacher very effectively. Governors fulfil their statutory requirements.
30. The head teacher has a very clear view of the direction of the school and her decisive aspirations for high standards and the best of provision, drives the school forward. The deputy headteacher and key staff in the school equally share her aspirations and consequently there is very good team spirit across the school. Senior management is sharply focused on the decisions it makes for school improvement and regularly checks that all outcomes are of benefit to the pupils of the school. Clear goals are set for and shared with teachers and pupils. Whilst recognising the importance of high standards, an equally strong emphasis is placed on pupils' personal development. Consequently the individual needs of pupils are very well considered and acted upon.
31. The methodical reviewing of staff performance has significantly led to the maintenance of high standards across the school. The head teacher is committed to ensuring that all staff have real opportunities to improve their skills, which subsequently have a strong effect on the very good achievement of pupils. Teaching assistants and auxiliary staff are equally valued and consequently the retention of staff is high. There is a high level of trust and respect amongst the staff for the head teacher and subsequently there is a consistency of approach in lessons. To large extent this consistency of approach accounts for the raising of pupils' skills, which enables them to reach their own individual targets.

32. There has been a very good level of improvement in the leadership and management of the since the last inspection. All key issues have been successfully addressed through careful analysis, purposeful action and regular checking on staff performance. The school is justly proud of its improved programme on parent consultation. Very good financial management has supported subsequent costs well. This has ensured that the well-determined priorities of the school have been secured effectively and economically.
33. The amount spent on each pupil is relatively high for schools like this. This is partly the impact of additional money in recognising the school's status and success, partly the impact of the school's skill in attracting additional elements of funding but also the effect of money coming into school budget earmarked for specific development projects. Although that money is committed and effectively spent, it does not show up in the financial information for the year ended March 2003. There appears to be a considerable underspend of money which has in fact been committed to improving the work of the school. Given the school's commitment to raising standards through challenging itself, consulting widely beyond the school, competing for efficient spending and comparing its standards with those of other schools, overall it provides good value for money.

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

Income and expenditure (£)	
Total income	483,424
Total expenditure	483,689
Expenditure per pupil	2,614

Balances (£)	
Balance from previous year	29,546
Balance carried forward to the next	29,281



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

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

Provision for Nursery and Reception children is **very good**.

#### **Commentary**

34. The majority of children enter school at levels of attainment below those of a similar age but achieve well as a result of good assessment, well-planned teaching and very good support. Overall, teaching is very good. By the time children enter Year 1 they have made very good progress and are well on track to meet the early learning goals in personal, social and emotional development, knowledge and understanding of the world, and in creative and physical development. In the core skills of communications, language and literacy and mathematical development they remain slightly below expected levels. However, a consistent skill based approach by teachers ensures that children transfer well into Year 1. The learning needs of children are identified early through careful assessment and subsequently children with special educational needs receive very good support, which results in equally good progress. Good school strategies for keeping track of progress enables teachers to plan well for the needs of higher achieving pupils.
35. Leadership and management are very good and team based. There is good liaison between Nursery and Reception staff. Home school links get children off to a good start in their learning, as well as continuing to support children's learning at home. There has been good improvement since the last inspection in ICT and additional opportunities for out door activity. Whilst access is not yet covered for Reception children, the outdoor area is much improved and teachers have extended their planning for physical development.

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

Provision in personal, social and emotional development is **very good**. As this is a high priority area across the school, achievement is good.

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

- Stimulating activities and well-organised classrooms increase the independence of children.
- Good teamwork ensures strong support for children who need direction.
- There are good relationships with parents equally as well as those amongst staff and children.

#### **Commentary**

36. Children happily enter the Nursery and Reception classes eager to engage in the wealth of activities set out for them. Parents and volunteer helpers are on hand to encourage children register, hang their coats and choose what they will do. Both boys and girls quickly head for the dressing up resources and are into imaginative play immediately their parents and carers leave. As a result visits, children are happy and confident in their first weeks in school and later are very familiar with the school routines. Reception children are well in tune with the routine for registration and approach given tasks independently. In both areas children readily join with others in role-play activities such as forming a small police force or making music in the music corner. Outdoors the youngest of children can be seen waiting their turn to explore the large apparatus and sociably play together in the sandpit. In the Reception class children co-operate well with each other on the computer.

37. The staff work as an effective team and children are introduced sensitively but thoroughly to good social conduct. They take time to talk to children and use praise well to raise children's self-esteem. Volunteer helpers are enthusiastically welcomed by children and are eager to work with them. Nursery nurses and support staff, in and out of class, make a very good contribution to children's personal, social and emotional development, particularly those children who have special educational needs. They are always on hand to direct children towards appropriate personal hygiene. By the time children reach reception children can dress and undress for lessons in the hall with very little help. Similarly they respond well when asked to tidy up after lessons being able to, quickly and efficiently, replace equipment and resources appropriately. There is a growing respect for other people's beliefs and traditions when they observe religious artefacts examining a Muslim prayer mat and making conical hats for the Chinese New Year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**. Although standards are just below average children make good progress.

### **Main strengths and weaknesses**

- Teaching is good and particularly directed to developing children's skills.
- Teachers' planning, assessment and expectations are high.
- Children are enthusiastic learners and have good attitudes to learning.
- Occasionally the challenge for young readers is hard to achieve.

### **Commentary**

38. By the time they reach the Reception class, children are unlikely to reach all the goals expected for their age, as there is much ground to cover since they entered school. However good opportunities for talk are planned and communication with all staff and in imaginative play ensures they make good progress. Grandparents guide enthusiastic children in joining dot-to-dot writing patterns and hand control and concentration is good. There is well considered support for reading.
39. In the Reception class children willingly share their books with an adult and work hard at making sense of their reading. Some books are a step too far for some children and they need a high level of prompting and support. Children successfully recognise key words and use their knowledge of sounds well but need books that are better matched to their ability to read more fluently. However good progress is made in writing. The clear emphasis on practice with joined script encourages their independent writing and labelling and subsequently their letter recognition is good.
40. Reception teachers introduce literacy lessons effectively in gradual way so that children recognise links between reading and writing. Children already have a growing vocabulary such as 'capital letters' and 'lower case letters' that assists them well in Year 1. The success children have is due to the high quality of planning and assessment. Children become increasingly aware of what they can do and consequently present their work well.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**. Whilst attainment remains below average overall, assessment in school show skills in numeracy are slightly better than those in language.

### Main strengths and weaknesses

- Teaching is very good.
  - There is good support for less able children with well-structured resources.
41. Children develop mathematical skills in practical ways throughout the day. Teachers cover the recommended step by step approach to children's learning in a very systematic way that allows them to set appropriate targets for individual pupils. In the Nursery children consolidate their knowledge of numbers up to five in well-practised activities and Reception children build on this successfully. In a very good lesson higher-attaining children began by reciting up to thirty. This group was able to identify the 'smallest' versus the 'least' amongst coins up to 10p and later make accurate purchases using 10p from the pharmacist's shop. The teacher's imaginative opening as a *Mathematics Magician* caught the attention of the children who became very focused on identifying the hidden coins up to 10p. Subsequently all successfully handled coins well in their work. Worksheets were eye-catching and well structured to the match the needs of children and raised the confidence of lower-attaining children.
42. The portfolio showing how mathematics was a part of all areas of learning is impressive. Shape and space were discovered on *Rosie's Walk*; children explored the language of position on outdoor apparatus; they looked at symmetry on prayer mats and made stars for the stable in Nazareth from tessellated patterns. Children's mathematical vocabulary was increased in their building with three-dimensional shapes. Good links were made with ICT in designing and making robots. Information and communication technology programs feature regularly in the lessons.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- The team plans a range of interesting visits for children to support this area of learning.
- Teachers use topic work very successfully to increase children's knowledge and understanding of the world.

### Commentary

43. When planning for this area learning, teachers try to incorporate as much first-hand experience as possible to enrich children's knowledge. A very good lesson in the Reception class focused on personal hygiene and led to very good achievement. Children acquired a great deal of important learning about how they should look after themselves. They were entranced by what might be hidden in the toiletry bag and why. Their answers to the reasons for simple personal hygiene showed them to be well on track to meet the early learning goals by the end of the Reception Year, knowing why we brush our teeth, take a bath or shower, and wash our hands after visits to the toilet. The visit of the 'tooth lady' two weeks ago was well remembered. Recording and devising maps are part of work done on 'Rosie's Walk' and the Bear Hunt', where children identify features in the locality. They further explore the natural world in outdoor activities in the recently constructed wildlife area.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children are well on target to meet the expected learning goals by the end of the Reception Year.
- The provision of activities indoors is very good.
- Provision for activities outdoors has improved a great deal.

### **Commentary**

44. Although outdoor play space is not covered for Reception children, there is good access to indoor and outdoor areas, which means children can ride, climb and participate in a wide variety of planned activities. Teachers organize equipment well and manage children successfully in these areas. Many children have good control of their wheeled toys and ride with enthusiasm around the outdoor play area, although wheeled vehicles are in short supply. In the hall children were confident movers and ready to experiment on all parts of the apparatus. Their self-discipline in joining groups and giving of their best indicated very good practice by the teacher and her approach to cool-down session to music showed a group of children ready to participate in physical education at a later stage. In class, from an early age children are confident in handling jigsaws and manipulative clays and doughs. In the Reception class their control of pencils contributes significantly to their skill in mastering joined script. Children are well aware of safety in the use of scissors.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children benefit from a good range of activities with different painting and drawing materials.
- Teaching is good in this area.
- Achievement is enhanced through singing, listen to music and playing instruments.

### **Commentary**

45. Most children are well on target to achieve the expected goals for learning in this area by the end of the Reception Year. Teachers include a wide range of interesting creative activities linked to topics in which children work with colour, texture and shape. Children learn how primary colours can be mixed to make colours they know and recognise. Music features well in all areas of learning through songs and short sessions on understanding and playing instruments. Good links are made across areas, for example, when singing counting songs that support learning numeracy skills. Teachers organise the learning environment inventively to develop children's imaginative role-play.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Achievement is very good. Achievement in writing is particularly strong.
- Standards have risen since the previous inspection and have been consistently well above average in the past four years.
- The standards achieved are the result of clear sighted and determined leadership and very good, consistent teaching over time.
- The school finds interesting contexts for pupils' work in English. Staff and pupils are equally enthusiastic and interested in what is taught and learned.
- The school makes very good use of information about how pupils are getting on, using it constructively to enable further progress to be made.

#### Commentary

46. In maintaining a high level of achievement, the school has worked consistently hard to raise pupils' standards, both in the work seen and in the results of National Curriculum standard tests. Standard test results rose rapidly following the previous inspection and have stayed well above average since then, despite a small decline in reading in 2003. The school became a 'Beacon school' in recognition of pupils' prowess in writing. Both boys and girls achieve results significantly above the results of boys and girls nationally. Even though results are consistently well above average, the school trend of improvement in writing continues to rise year by year. One measure of the school's success is that in tracking the progress of individuals, special provision is made for pupils who struggle to achieve basic skills in reading and writing but also to promote the special needs of those who have particular gifts and talents in English. School processes are very good for keeping track of attainment, using the information for ensuring further progress and enabling all pupils achieve well. Pupils are interested in working hard towards their own individual targets displayed in the front of their workbooks.
47. Standards in the work seen continue to be well above average, except in speaking and listening where standards are above average. Pupils respond well to questions and opportunities to initiate conversations or to speak in a range of different contexts. However, not all responses are fluent, expressive or use extended sentence structure. Occasionally, a small number of pupils do not listen as effectively as they should and this impairs the quality of their learning. Pupils heard reading have good word attack, mostly read punctuation well, using it intelligently to support interpretation and meaning. Additionally pupils have a good range of reading skills that support reading for enjoyment, choosing books and using books for finding out. For example, Year 2 pupils have a good understanding of the thinking behind a publisher's 'blurb' and they know how to use such books features as contents page, index and glossary. The thoroughness of their knowledge and the competent way in which they use their skills indicates a great deal of consistency to their learning over time and a great deal of purposeful direction in the management of the teaching and curriculum.
48. Teaching is very good overall. In all aspects of English, but particularly in writing, the school finds interesting contexts for the content of pupils' work, even where the task is fairly commonplace and mundane. For example, pupils made rapid progress in writing for a particular audience (a pen pal) and learning how to set out a letter because the teacher set the task in an imaginative but real context. She provided pupils with a highly motivating task that fired their enthusiasm and stimulated their interest. In the lesson seen pupils were not

only brimming over with eagerness and desperate to impress the teacher, but also keen to impress their new, but very real, pen-pal. Similar examples of interesting and engaging tasks were found in pupils' workbooks and displayed engagingly around classrooms and school public areas. Pupils have well developed ICT skills. They make good use of these skills to present work using desktop publishing techniques but also to support spelling and dictionary work.

49. The school's continued success in achieving very good standards and maintaining and improving upon them is the result of very good leadership and management at all levels, from senior managers to the subject leader. Leadership sets clear expectations of the curriculum, the quality and use of assessment, including marking and questioning and of the quality of pupils' learning stemming from what is taught. In this the school is very successful. Part of that success is down to the positive relationship maintained with parents. This is particularly noted in English through the home and school diary that effectively maintains contact, usually for reading, between the parents and the class teacher. Another significant measure of the school's success is the quality of relationships between all adults and pupils that has a strong effect on the quality of learning. The school is strong in ensuring the inclusion of all pupils in the quality of learning and in the learning opportunities available to them. Because the school has high expectations of pupils' personal development, achievement is very good.

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

50. Pupils make very good use of their basic skills in English across the curriculum. Because teachers design 'open-ended' tasks, that is, activities that expect pupils to create their own sentences and give pupils full opportunity to reflect on what they know and understand, pupils read and write enthusiastically in geography, history and religious education. They have very good skills that enable them to explain their investigations and findings in science. Both teachers and pupils are proud of what is achieved through written tasks and what they achieve is frequently acknowledged in the work displayed around the school reflecting current topics in many subjects.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Teaching is good overall and is significant in promoting the good achievement of pupils.
- Assessment is very good.
- There is very good support for lower attaining pupils.
- Very good subject leadership promotes the subject well.
- Mathematics is a focus of the school development plan to improve provision further.

### **COMMENTARY**

51. Pupils enter school with below average skills in mathematics by the time they enter Year 1. Through good quality teaching pupils achieve well. Teachers lay the foundation of new concepts well. Subsequently pupils build well on their early mathematical skills and by the time they enter Year 2 they are well on track to reach levels in line with national averages. Because their learning is good they make good progress and achieve well. Good support given to pupils with learning difficulties ensures their good achievement.

52. Teaching is effective because of the high expectations of what pupils can achieve. Teachers set interesting tasks, which pupils enjoy. For example in Year 1 pupils were engrossed in calculating simple addition and subtraction problems because the teacher had set up a simple device with a wire coat hanger and pegs. The teacher ensured that all pupils were well included in this lesson, especially those who have difficulties in learning. Planning is rigorous and is very well matched to each pupil's ability. Consequently pupils with special educational needs make equally good progress and achieve well. Teachers check their progress and evaluate their work very closely. Their assessment of pupils' work is one of the strengths of their teaching. As well as making good use of information from national assessments there are termly assessments to further adjust pupils' targets. Areas of weakness are identified so that future teaching can address them. Teachers share their understanding of where pupils need to develop further and adapt their own planning to match the targets they set. Additionally, teachers make good use of the mathematics trolleys set up support learning at home.
53. The management of the subject by the subject leader is very good. She is enthusiastic about the subject and well supported by the head teacher and good professional development. Her own level of knowledge and understanding of the subject enables her to support colleagues and to lead by example. She has observed lessons of colleagues and feedback has led to an improvement in the standard of teaching. The use and application of mathematics is carefully recorded. The school is in a strong position to continue move forward with this increasing level of improvement.

### **Mathematics across the curriculum**

54. Teachers are good at forging links between different areas of the curriculum. Mathematics activity days are organised to highlight the use and application of mathematics as well as involve the community. The use of mathematical skills is evident in science and geography and through planning in design and technology. ICT is used successfully to reinforce number skills as well as linked with aims for lessons.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils have a good and growing understanding of the practical nature of science and this promotes their good achievement.
- There is conclusive evidence in the work seen that teaching is consistently good and well directed towards scientific thinking.
- Standards and teaching and learning are very good because the subject is well led and resources are used effectively.

#### **Commentary**

55. The school focuses strongly on a practical approach to science. It is this that engages and grips pupils enabling them to take an intellectual and individual approach to their tasks and activities. The work seen is challenging and the list below exemplifies the school's high expectations of pupils. They are expected to:
- have an early understanding of the nature of scientific investigation;
  - make and test scientific predictions and hypotheses;
  - know whether a test is scientifically fair or not;

- have a limited understanding of how to shape their own investigation with adult support,
  - be careful observers of scientific events in words and pictures;
  - measure carefully, learning to present data in graphs and tables;
  - and draw sensible conclusions from their observations and data.
56. These factors lay down first, an early appreciation of how scientists work and second, skills that enable achievement. Because pupils are expected to reason and think, they do achieve well, setting standards that are consistently above average. This is true of the results of teacher assessments at the end of Year 2 but also of the work seen in pupils' books.
57. The quality of work in pupils' books leads inevitably to the conclusion that teaching is consistently very good. Pupils get through a good volume of quality work. The tasks they are asked to do are appropriate and well marked. Tasks are not work sheet generated restricting pupils' opportunity to think and reveal how much they know. Rather, they are open-ended, presenting the highest attaining pupils with good opportunities to shine but giving pupils struggling to achieve good standards sufficient support to see tasks through to their end with appropriate adult support. Pupils are clearly interested in what they are doing. They show some originality of thought and make good use of their basic skills in English and mathematics. Some opportunities are made and taken to use ICT as a research tool in science. Only one lesson of science was seen, in the mixed year group class Y1/2. This was a very good lesson that ably demonstrated the school's ability to plan appropriately for different levels of ability in the class but also to plan tasks and activities that matched the needs of pupils of different ages in the class.
58. The subject is very well led. The subject leader is experienced and able. She has overseen appropriate revisions to school policy, direction for classroom practice and the comprehensive programme of study. Leadership, the use of money delegated for the subject and the way the subject is managed have a considerable positive bearing on pupils' achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**. The school has built well on strengths identified at the previous inspection.

### **Main strengths and weaknesses**

- Standards match those expected of pupils of similar age. Pupils achieve well over a broad range of ICT activities.
- Staff are confident in the subject content they need to teach and this gives pupils confidence in their use of ICT skills.
- The subject is well led and managed, ensuring sufficient support and guidance to enable good teaching and learning.

### **Commentary**

59. The standards attained by pupils are average overall. Occasionally, as in a Year 2 design and technology lesson, standards are better than those expected for pupils of similar age. Achievement is good because both boys and girls across the age and ability range have good opportunities to learn, practise and use ICT skills in many relevant contexts. In the lesson seen, pupils use construction kit parts to make a moving vehicle. They then used digital photography to take an image of their vehicle. Using previously learned desktop publishing skills, they imported the image into a publisher file so that it could be printed out and put into their ICT record of work completed. This piece of work could also be used as part of design and technology evaluation of work and as part of the school's pupil self-assessment strategy for ICT. Pupils participated in this lesson with great enthusiasm because they could see the



relevance both of the design and technology task but also how the ICT element took the skills they knew, gave them opportunity to use, practise and extend them. The ICT curriculum has been developed to the point where the full range of National Curriculum areas of study can be successfully covered. This is despite the fact that the school has no computer suite. Instead, each teaching area has several computers that are used incidentally to lessons, giving pupils sufficient time to practise the skills they have been taught.

60. Staff have responded well to the need to extend and develop their own skills. It is clear from the work seen that training has given them the confidence to tackle all aspects of the subject. This is an additional reason why achievement is good. There is evidence in pupils recorded work of word processing, data handling and desktop publishing. Pupils use computers to support their learning in mathematics, reading and spelling. They access stored information to follow-up enquiries in geography, history and science. Because staff know the subject well, pupils are given good encouragement to use ICT appropriately where relevant. Although only two lessons were seen where ICT was a major input and one other where ICT was used to support spelling and dictionary work, it is clear from the work in pupils' files and the work on display, that teaching is good over time. There is a good emphasis on pupils learning that ICT has many uses in our everyday life and that many household devices are examples of the use of control technology. Pupils already have a good understanding of how ICT can be useful and relevant in many aspects of contemporary life.
61. The subject is well led and managed. The subject leader is enthusiastic and competent, bringing her skills and confidence to bear productively on the subject area. All the implications are that good subject leadership has resulted in good teaching and powerful use of ICT across the curriculum.

### **Information and communication technology across the curriculum**

62. There is copious evidence that point to good use of ICT in many aspects of the curriculum. It is used in a range of different ways in English: for the presentation of work, to support the learning of spellings, for reference work and to support the learning of reading. In mathematics and science pupils collect data and present it in graphs, saying what their graphs mean. Some very imaginative paintings in art and design make use of ICT paint programs. Information in subjects such as history, geography and religious education is explored through computer programs. Different strands of the curriculum for music are learned through ICT.

### **HUMANITIES**

63. No overall judgements can be made about provision in geography and history because insufficient lessons were seen. However, copious work recorded in pupils' books and discussions with pupils reveal **standards that are above average in geography and history** Good subject leadership is an important factor in the quality of work seen. There are also clear implications of good teaching in the work seen. Tasks are thoughtfully planned to make the most of pupils' prior learning and of their language and literacy skills. Books are marked supportively. Teachers value pupils' work by displaying it in the classroom and in public places around the school. Because pupils have this strong structure around them they are confident learners and achieve well as a result. This is the case both for those with particular gifts and talents and also for those who find learning difficult. Teachers are determined that all pupils will be effectively included in all the learning opportunities available. Learning is also very well supported through a range of visits out of school and through visitors into school to pass on their learning and experience.

64. In **geography**, pupils learn basic map skills. They map their journey to school and identify where they live on a large-scale map of the area. They map important places on the East coast of England where they live. Pupils already have good skills in comparing and contrasting places, such as their own community and the community of a family living in Africa. Pupils know the basic points of the compass and are confident when explaining what lies in which direction.
65. Again, in **history**, pupils are adept in using their skills to compare and contrast time now with time in the past. This helps them to develop their sense of chronology and the passage of time. They have a good understanding of how clothes and domestic implements have changed over time. They compare holidays at the seaside now with holidays there in the past. They study important figures from the past, such as Florence Nightingale and Guy Fawkes and events such as the commemoration of Poppy Day. Work in humanities subjects give very good support to pupils growing understanding of past and present cultures.
66. Many factors contribute towards good achievement in the humanities subjects. Particular strengths are:
- teachers' good understanding of the areas they teach;
  - pupils eagerness and responsiveness to what is being taught;
  - teachers' insistence on the use of study skills and allied to this, the use pupils make of basic skills in English and ICT;
  - the good use of resources and places to visit;
  - the quality of leadership in the subjects.

### **Religious education**

Provision in religious education is **good**.

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

- The school provides good coverage of the locally agreed syllabus.
  - Standards are better than those expected of pupils of similar age.
  - The teaching is good.
  - The subject is well led.
67. In **religious education**, pupils study religious events, similarities and differences across the Christian and Muslim faith. This gives good support to their understanding of belief and the nature of a faith community's belief in God. It helps them understand the nature of rules and supports their growing understanding of morality and living together in society. It also gives pupils insight into cultural difference and how to respect and understand difference. This ensures that the school gives good coverage of the curriculum required locally. The teaching is good and this provides good stimulus to pupils' achievement. Because their literacy skills are good, pupils are able to express their ideas, opinions and understanding very well and standards are better than expected for others of similar age. Teaching in religious education gives very good support to the school's provision for personal, social and health education. Leadership is good ensuring secure direction for work in the subject and ensuring that there are good resources for teachers and pupils to use.

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

68. As lessons for in **art and design, design and technology, and music** were only sampled, firm judgments on teaching and standards have not been made. However presentation of work seen in these subjects and some lesson observation indicate that provision and pupils'

69. achievement is good overall. Much of the success of pupils' work is a result of good planning and teacher expectations, links with other subjects and good management by subject leaders. The levels of presentation in art and design and design and technology are particularly good. The prominence that teachers place upon skills within their subjects has improved the progress that pupils have made since the last inspection.
70. There are clear links with other subjects in **art and design**. For example Year 2 investigated surfaces around the school and discussed shape, texture and pattern. They experimented using a viewfinder and sketched their proposed design for a tile of their own that was then created in papier-mâché on baseboard and painted. The good, dark textural finish showed that pupils had been well taught and approached their task with enthusiasm. Pupils are keen observers and can be amazed by the effects that can be achieved by careful shading. Much of the art seen on display was above expected levels. Sketchbooks, used regularly across the school, particularly show pupils exercising their skills consistently.
71. Pupils' work in **design and technology** shows a similar high standard of finish. Younger pupils plan their designs and list what they need to make their moving pictures and record practically to give opportunities for evaluating their products. Teachers incorporate literacy well to ensure pupils increase their vocabulary. Pupils have a sound grasp of subject vocabulary, using words such as, 'axle'. Some prototypes are drafted in their sketchbooks. Their clear recording about healthy eating linked well with science work. When designing Joseph's coat in religious education, they constructed the design on the computer, which gave them a good model for recreating the coat in geometrical patterns and felt finishes.
72. In **music**, pupils are acquiring a good grasp of notation and practising their composition on simple percussion instruments. All pupils learn to play the recorder and digital photographs can be seen of them playing a variety of instruments including maracas, guiros, and agogos. Some pupils have been able to contribute a page to a local gazette showing African music related to visitors to the school. Pupils have a growing appreciation of how to make music and a growing confidence in performance.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Standards are satisfactory overall.
- Teachers manage pupils well in a structured and supportive way.
- There is very good support for pupils with special educational needs.

### **Commentary**

73. The majority of pupils meet expected levels in physical education and make good progress. The very good teaching seen in Year 1 indicates there is potential for pupils to improve further as pupils learn how to control their body and further increase their skills in throwing and catching. Pupils achieved well because the teacher was well organised and knew the demands of the subject very well. The good discipline of both staff and pupils led to good performance overall. Particularly notable was the support given to those pupils with special educational needs who participated fully and increase their skill equally. The subject is well managed by a good practitioner who has organised a skipping workshop after school, sports days and links with other schools for country-dance.

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

It is not possible to make a judgement about provision in personal, social and health education and citizenship (PSHCE) because no lessons were seen. However, pupils' written work and the outcomes of the provision indicate a rich curriculum for PHSCE.

### **Main strengths and weaknesses**

- The school regards its provision in this area as central to its purpose and function.
- There is a well-developed programme of study.
- All adults working in the school work consistently towards fulfilling the objectives of the provision.

### **Commentary**

74. It was not possible to see any lessons taught in this area of school life. The judgement on provision is made on the basis of a great volume of work in pupils' books, taking into account their age and prior attainment, on sight of school documentation and discussion with the subject leader. Although much of the provision in PHSCE is through role play, discussion, circle time (when pupils sit in a circle to discuss matters of personal importance) and the example set by adults, pupils still write copiously on topics such as classroom and society's rules, staying safe and taking risks, relationships with family and friends, the skills of making decisions and negotiating. Around the school, but especially in the school hall, notices and posters support and reinforce what is being learned in lessons. The provision gives a great deal of support to pupils' personal development. It is successful in its outcomes. Pupils are caring and supportive of each other. They respect difference and know how to deal with potential conflicts. In making very good provision for pupils' PHSCE development, the school adds to the confidence with which pupils learn. The programme of study is broad and thoughtfully developed. It is something understood by all adults working in the school. The example they set of attitudes, values and relationships strongly supports all that the school is trying to do in providing this area of the curriculum. The development of the school's policy and programme of study has been very well led.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*