

INSPECTION REPORT

URMSTON INFANT SCHOOL

Urmston, Greater Manchester

LEA area: Trafford

Unique reference number: 106315

Headteacher: Mrs D Lehmann

Lead inspector: P E Lyseight-jones

Dates of inspection: 22nd - 24th March 2004

Inspection number: 258264

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:	220
School address:	Wycliffe Road Urmston Greater Manchester
Postcode:	M41 5AH
Telephone number:	(0161) 748 4362
Fax number:	(0161) 912 2989
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Kate Hutchings
Date of previous inspection:	16 th March 1998

CHARACTERISTICS OF THE SCHOOL

Urmston Infant School is a successful and well-regarded school which has achieved the Schools' Achievement Award, is an Investor in People and holds the Basic Skills Agency's Quality Mark.

The school is similar in size to the national average size for primary schools. In the area which the school serves, the percentages of advantaged households and of adults in higher education are in line with national figures. Compared to national statistics, the area has a lower percentage of children from minority ethnic backgrounds and of overcrowded households. The great majority of pupils are white British. The 14 pupils from ethnic minority backgrounds represent Asian, African and mixed heritages. Three pupils are at the early stages of learning English as an additional language.

Twenty-six pupils have special educational needs, which is below the national average. In line with the school's inclusive ethos, the special educational needs represented include learning, communication and behavioural difficulties and pupils with sensory support needs. The school is very skilled at meeting both the physical and learning needs of these pupils.

Pupils start the school with attainment broadly in line with expected levels for their age, although a significant number of children have poor social skills and others have poor speaking and listening skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12641	Pauline Lyseight-jones	Lead inspector	English Art and design Design and technology Religious education English as an additional language
11072	Shirley Elomari	Lay inspector	
23273	Ronald Freeland	Team inspector	Mathematics Information and communication technology Geography History Special educational needs
30691	Kathleen Yates	Team inspector	Science Music Physical education Foundation Stage

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SUMMARY OF THE REPORT

OVERALL EVALUATION

Urmston is a good and effective school. It has a very caring atmosphere and provides good opportunities for all pupils to succeed. National test results in 2003 were above average in writing, reading and mathematics. Standards in the present Year 2 are above the level expected nationally, with pupils achieving well in relation to their attainment on entry to the school. Teaching and learning are good. The school is well led. Management is satisfactory. There are good links with parents and with other schools. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school is very good at putting the pupil at the centre of its work and valuing each individual with the result that pupils enjoy coming to school, behave well and work hard.
- Pupils with special educational needs are very well provided for, particularly those with sensory needs.
- The education for children in the Nursery and Reception classes is very good.
- The leadership of the headteacher and senior staff is good. They have high aspirations for themselves and for pupils. They are clear about the direction in which they wish to develop the school.
- The formal documented school development planning is insufficiently clear, simple or explicit.
- The limited space available for pupils to take part in outdoor activities results in insufficient opportunities for play, sports and games.
- Although pupils achieve well in reading, writing and mathematics compared with similar schools, fewer pupils than average reach the higher level than that expected of most Year 2 pupils in science. There is a lack of systematic tracking of pupils' progress in science.

The school's improvement since the previous inspection in March 1998 is good overall.

Standards have risen and the curriculum and resources for teaching and learning have improved and are now good. Pupils with special educational needs are now well provided for. Pupils' attitudes to work and their behaviour are better and are now good. What is provided for pupils' moral and social development is improved and is very good. The school has developed good procedures to monitor attendance and to check the welfare and social progress of pupils. Outdoor provision remains too restricted and still requires improvement.

The school has made satisfactory progress on the specific key issues from the previous inspection. Higher-attaining pupils are now provided with suitable challenge. Comprehensive science assessment procedures are not yet in place.

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	C	A	B
writing	B	C	A	A
mathematics	B	D	A	B

*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.*

Pupils achieve well. Standards and achievement are good in both the Foundation Stage and in Years 1 and 2. Standards in the national tests were well above the national average in reading, writing and mathematics in 2003. When compared with the results achieved by similar schools, the percentage of pupils reaching the higher level than expected of most Year 2 pupils was

well above average in reading, writing and mathematics. Pupils' attainment at higher levels in science is below average. Pupils who have special educational needs and pupils for whom English is an additional language achieve well. Overall, the school supports the interests and needs of its gifted and talented pupils well. Pupils in the Foundation Stage achieve well and by the time they leave the Reception Year, most children reach the nationally-expected goals. A good proportion of children do better than this and a few do not reach them.

Pupils' personal development is good. Pupils' have very good attitudes to school. They behave very well and are rarely absent. The attendance rate is well above the national average. Pupils' moral and social development is very good. Their spiritual and cultural development is good.

QUALITY OF EDUCATION

The quality of education is good, including the teaching and learning. Teaching is very good. Teaching and learning in the Foundation Stage are very good in personal, social, emotional, mathematical and creative development. Pupils with special educational needs are well provided for, are taught well and learn well. Gifted and talented pupils are well provided for and are given suitably challenging work. Pupils for whom English is an additional language are given good support and learn well.

Assessment is satisfactory, drawing its strength from teachers' knowledge of individual pupils. The school has still not put into place a full assessment system for science. In the Foundation Stage, assessment procedures are thorough but not matched systematically in small steps towards the national early learning goals

The curriculum is good overall and it is very good in the Foundation Stage, with the exception of the provision for outdoor activities. The standard of care and the consideration given to pupils' welfare are very high.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall.

The headteacher and key staff lead the school well. The school is governed and managed satisfactorily. School leaders and managers are very good examples to other staff and to pupils; they are an effective team in school which works together to provide a good education for pupils. School development planning is insufficiently clear. Financial management is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied with the school and the education that it provides. Parents' concern about the arrangements for children to settle into the Reception class is not sustained by inspectors who find that arrangements are entirely appropriate. Parents are welcomed into the school and receive a very good range of information about it and about their children's progress. Pupils are sure that they are able to find a trusted adult to talk to if they have concerns and this reflects the overall climate of care for pupils' welfare which is prevalent in the school.

IMPROVEMENTS NEEDED

The most important things the school should improve are:

- Review and improve the school's formal documented development planning so that it is clear, concise and explicit, includes clear links with finance available and has suitable success criteria
- Develop and put into place innovative ways to provide pupils with much improved opportunities for outdoor play, games and sporting activities.
- Ensure that a full assessment system is in place for science which:
 - allows teachers to track pupils' performance;
 - helps them to make helpful predictions about pupils' performance; and

- assists teachers to provide well-matched support to potentially high-achieving pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the Foundation Stage and in Years 1 and 2. Standards in the core subjects of English, mathematics, science, and information and communication technology (ICT) are above average.

Main strengths and weaknesses

- Pupils' skills in literacy, numeracy and ICT are good. The most recent test results for reading, writing and mathematics are well above the national average and compare well with those of similar schools.
- Teacher-assessed science results show pupils' attainment as above average when compared with all schools. However, attainment at higher levels is below average and is well below average when compared with similar schools.
- Pupils achieve well throughout the school, including those with special educational needs, those who are gifted or talented, and those for whom English is an additional language.
- Standards in design and technology and geography are higher than would typically be expected when pupils reach Year 2.

Commentary

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

Standards in:	School results	National results
reading	17.1 (16.3)	15.7 (15.8)
writing	16.6 (14.7)	14.6 (14.4)
mathematics	17.6 (16.1)	16.3 (16.5)

There were 67 pupils in the year group. Figures in brackets are for the previous year.

1. The school has successfully maintained its high standards in national assessments and the trend in results is above the national rate of improvement. When, in 2002, results were lower than expected, the school looked very carefully at the reasons why this was. It put into place better targeting of pupils, especially those on the borderline between one level and another and implemented a suitable method of predicting pupils' progress and setting targets for them. These strategies were successful and resulted in improved results in 2003.
2. Higher-level science results in 2003 were not as strong as reading, writing and mathematics. The school recognises that improvements will happen if pupils have more opportunities to develop higher-order enquiry skills and these are now being provided. The good standards in design and technology result from the challenge teachers present to pupils, leading them to devise careful well-considered models. In ICT, pupils' keyboard skills develop well and they are good at asking questions of the data which they have collected. Pupils' good progress in geography leads to the development of a swift appreciation of the location of countries in the world.
3. Pupils' good attainment in Years 1 and 2 is due to effective teaching in the core subjects and also to the links made between subjects. This helps pupils to use and understand what they learn across several subjects as well as within individual subjects.

4. When children join the Nursery, their attainment is in line with the expected levels nationally for the majority of children of this age, although there are some children who have poor social skills and others whose speaking and listening skills are under-developed. All children achieve satisfactorily in the Nursery, and for some, achievement is good, with children making good progress where their attainment had been below the expected levels. By the time they enter the Reception Year, the attainment of most children is in line with the expected levels. Most children are likely to gain the nationally-expected standards in all areas of learning by the end of their time in Reception and a good proportion of children are likely to exceed these levels.
5. There are a few pupils in the school for whom English is an additional language. They achieve well due to careful support in their English language development. What is provided for pupils with special educational needs is very good. This helps pupils to achieve standards of work of which they are proud. Pupils with statements of educational needs achieve particularly well. There are no significant differences in attainment between girls and boys.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and to learning are very good. Behaviour throughout the school is very good both in lessons and outside the classroom. The personal development of pupils is good overall; their moral and social development is very good. Attendance levels are very good. Punctuality is good.

Main strengths and weaknesses

- Pupils like coming to school and enjoy their lessons very much.
- The school is a harmonious and friendly community because pupils behave very well and form very good relationships with others.
- Overall provision for pupils' personal development is good.
- Pupils are rarely absent and almost all pupils arrive on time in the mornings.

Commentary

6. Pupils have a very positive attitude to their learning. They listen very well to their teachers and to one another, and contribute very well to discussions. Pupils very much enjoy the opportunities they have to learn by finding things out. For example, in one science lesson, one group of Year 2 pupils worked very well, independently of their teacher, to find out how to make a switch for an electric circuit while another group used a computer program to investigate how electricity works. Pupils are keen to work and settle quickly to the tasks they are given. They try hard to complete their work. Their very good attitudes make a significant contribution to the good standards they achieve.
7. Behaviour throughout the school is very good. Teachers and other staff have very high expectations for pupils' behaviour. In lessons, pupils respond very well to the praise and congratulatory stickers which they receive. They learn to contribute to the orderliness of the school community by negotiating their class rules at the start of the year and understand that it is their responsibility to follow them. Pupils form very good relationships with other children, teachers and other adults. This helps to ensure that there is little bullying. Parents are confident that when bullying does occur, it is dealt with quickly and well. Pupils play very well together and share equipment sensibly.
8. In the Foundation Stage where routines are well established, children are very well behaved and display very positive attitudes to learning. They work well with each other, share readily and listen carefully. They take care of the materials and resources which are set out for them.
9. Pupils with special educational needs join in the work of the school with confidence. The pupils of the school respect those who have barriers to cross in their learning and they support each

other in group work and around the school. This is most evident in the very positive response of the pupils to those with very specific special educational needs.

- Pupils respond very well to the school's provision for their moral and social development. The school promotes a strong moral code and staff are very good role models for pupils. Pupils enjoy the everyday tasks they perform to help their teachers. They are consistently well encouraged to be kind and, as a result, take very good care of one another. Pupils' spiritual development is good because they have regular opportunities to reflect on what they have experienced including within the daily acts of worship. Pupils' cultural development is also good. They learn about their own and other cultures through, for example, celebrating Chinese New Year and joining in with African drumming and a Black music workshop. There have been no exclusions in the past year.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	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.

- Attendance is well above the national average and there is no unauthorised absence. Pupils like coming to school. Their parents know the school's expectations and almost without exception inform the school promptly of the reasons for absence. Attendance is very well monitored so that any concerns are quickly identified and effective action is taken. Registers are taken efficiently. Very few pupils arrive late and it is rare for any pupil to be more than ten minutes late. Lessons begin promptly.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and the curriculum are good. The school takes care of the welfare, health and safety of all its pupils very well. The school fosters good partnerships with parents and with other schools. Its links with the local community are satisfactory.

Teaching and learning

Teaching is **good**. Assessment is **satisfactory**. Pupils work and learn well together and independently.

Main strengths and weaknesses

- Teachers' lesson planning is good, with a good level of challenge, and includes a variety of activities which are well matched to pupils' needs and make good links with other subjects.
- Teachers are good at extending pupils' knowledge of subject-specific terms and in promoting speaking and listening.
- Classroom management and organisation are good.
- Resources are used well to support pupils' learning.
- Aspects of assessment practice are not fully in place, for example in science.
- Teaching assistants are effective in helping pupils to learn; however, there is insufficient teaching assistant support available in science to ensure that pupils learn as well as they should.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	9 (20.5%)	26 (59.1%)	8 (18.2%)	1 (2.3%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Teaching in the Foundation Stage is good in all areas of learning, with very good teaching and learning in personal, social, emotional, mathematical and creative development. All children, including those with special educational needs and those who have English as an additional language, learn well. Foundation Stage staff plan thoroughly, having jointly reviewed the progress which pupils have made. Resources are well matched to what is being taught and to pupils' interest and ability levels because teachers know their pupils' needs well.
13. Activities are well planned throughout the school for pupils with special educational needs and are specific to their requirements. These activities sometimes involve support from adults or other pupils. At other times, individual work is set but always in ways which enable the pupils to be included in the lesson and to benefit from the teaching. Pupils for whom English is an additional language are helped to learn well through the well-matched activities which are designed for them by teachers, with guidance from local education authority specialists where necessary. The most able pupils are usually given suitable challenge in the work which is set for them. This is done particularly well in English and mathematics. The school is addressing the shortfalls in higher-level science attainment by altering the emphasis in teaching to bring in more opportunities for pupils to investigate, think and reason well.
14. Teachers know their subjects well and this means that they are able to plan the steps in learning effectively and can provide a good range of activities to suit pupils' needs. The mixed-age classes do not present teachers with problems in achieving a good match in lesson planning. This is because planning is effective in meeting the needs of pupils of different ages taught together in the same class.
15. A good feature of lessons across the school is the ease with which teachers make reference to subjects other than the one which they are teaching and draw on pupils' previous learning. This supports pupils' learning and helps them to apply what they have learned well. Whilst pupils are attentive and are well able to listen to teachers for long periods without becoming restless, teachers add interest to whole-class teaching by teaching pupils the special terminology for each subject, which broadens their vocabularies and holds their interest. In this way, both speaking and listening are promoted. Pupils enjoy learning and enjoy being introduced to new topics. In subjects such as design and technology and science, teachers encourage pupils, with good success, to investigate problems and to consider likely outcomes.
16. Assessment has improved since the previous inspection. Teachers know the capabilities of individual pupils and plan their next steps satisfactorily; assessment is good in English and mathematics. However, pupils tend not to be aware of what they need to do to improve their work. This is due to teachers being good at continuous in-class assessment. The result is that they provide suitably challenging work for the next lesson without directly involving pupils in assessing their own work. However, science assessment procedures are not sufficiently established and effective. Improvements are needed to lead to better targeting of higher-level attainment in science.

The curriculum

The good quality, broad and balanced curriculum promotes effective learning and good standards. There are satisfactory opportunities provided for enriching the curriculum. The accommodation is satisfactory. The school's resources are good, with the exception of the outside space which is small and lacks a grassed area.

Main strengths and weaknesses

- The curriculum is very well organised to allow all pupils, including those that are in need of support, to have full access all subject areas.
- The requirements of pupils with statements of special need are very well provided for.
- Facilities for outdoor education are inadequate.
- Enrichment to stimulate learning outside the school day and during break times is limited, although just satisfactory overall.
- Teaching assistants provide good curriculum support in lessons.

Commentary

17. There is a good curriculum offered which covers all the legal requirements for the National Curriculum and religious education in Years 1 and 2 and the recommended areas of learning for children in the Foundation Stage. There is a good focus on literacy and numeracy. Literacy skills are well developed throughout other subjects, as well as in English and mathematics lessons. There is a good emphasis on linking different subjects in lessons. 'Barnaby Bear's Travels', for example, provided compelling interest to pupils, drawing in geography, mathematics and English. Art and design, especially illustration, enhances many subjects, including science, history and geography.
18. Pupils' ICT skills are well developed. In mathematics, pupils use computers frequently to help practice computation, to read the time and to undertake data logging. In history and geography lessons, the Internet is used confidently by pupils for research into different countries and for historical enquiry. These good cross-curricular links help create an exciting range of learning opportunities which motivates the pupils and contributes towards their enthusiasm and very good behaviour. The curriculum provided for children in the Foundation Stage is very good and ensures that all children are well provided for.
19. The curriculum is well planned and meets the needs of pupils in mixed age classes well. In addition, pupils with specific learning needs are also well provided for. Pupils who school staff feel need special support have a tailored curriculum that sometimes involves specially planned work or support from another child within a group, and sometimes involves the support of a second adult. This policy of minimising hurdles to learning is a strength of the whole school.
20. Pupils are satisfactorily prepared to move from class to class and, in Year 2, to move to the junior school, with the minimum of anxiety. There is a satisfactory range of activities, visits and visitors. However, opportunities for learning outside the school day are limited to football, when visitors provide training after school. Insufficient opportunities are provided to extend pupils' learning, both during breaks and after school.
21. The teaching staff are well qualified and used appropriately around the school. Good support for the teaching and learning across the whole school from the non-teaching staff, as well as adults who volunteer to work in the school, contributes towards the teaching of the curriculum and pupils' good achievement.
22. The accommodation and resources available to support the school are generally good and very well used. Every wall and corner is used for display to extend the pupils' learning and this is managed well to create a visually attractive and very welcoming atmosphere. The school is

very clean and very well maintained and is a safe place in which to work. However, the school has no field and the playground is small. While there are opportunities to use a part of the junior school playground, lunchtimes are crowded. The needs of all the pupils, particularly the youngest in the Foundation Stage, for outside physical education are limited. The teaching resources for learning are good and are improving all the time. During the last inspection, several curriculum areas were reported as being short of resources but this cannot be said now, most notably in ICT.

Care, guidance and support

The school looks after the welfare, health and safety of all its pupils very well. The school provides good support, advice and guidance. Pupils are satisfactorily involved in the work of the school.

Main strengths and weaknesses

- Pupils are cared for very well so that they feel safe in school.
- Pupils develop very secure, trusting relationships with teachers and other adults.
- Pupils are very well guided and supported over personal issues.
- The school helps children to settle quickly when they start.

Commentary

23. The safety and well-being of pupils have a very high priority. The procedures for monitoring health and safety, and for first aid, are very clear and ensure that pupils work in a safe environment. The procedures in place for child protection comply fully with requirements. The school is actively involved in the "Healthy Schools" initiative and pupils benefit from, and enjoy, the free fruit they receive. Parents greatly appreciate the very good care provided for their children.
24. The relationships that develop between pupils, their teachers and other adults within the school community are very good. Pupils are totally confident that staff will listen to their concerns and provide help when needed. This makes them feel safe in school and means that they share their problems and worries because they trust adults to help. As a result, they are able to settle to their work free of worries.
25. The school monitors pupils' personal development very well. The guidance and support which pupils receive are securely based on the very good knowledge teachers have of individual pupils. When incidents of unacceptable behaviour occur, pupils are helped to understand why their actions were inappropriate and, if bullying occurs, the victim is helped to stand up for him or herself. Teachers monitor the work pupils do in lessons well so that appropriate help is given. However, pupils are not always sufficiently aware of what they need to do to improve their work if they are working without direct supervision. Although targets for improvement are set in English and mathematics, in other subjects pupils are not sure what they are aiming towards. Those pupils for whom English is an additional language are well supported as they learn English. The school works closely with a range of outside agencies so that pupils receive expert additional help when needed. The management of special educational needs is very good and supports those pupils most in need. Educational plans, drawn up with the support of the LEA agencies and the parents, are fully implemented.
26. The school's induction programme is successful in helping children to settle quickly into school life. When children start in the Nursery, they and their parents have the chance to visit. However, home visits are not carried out, which is a weakness. The school informs parents very well about its routines and expectations, which means they can help their child to settle in. The staged induction from the Nursery into the Reception classes is effective. Although some parents would prefer a shorter period of part-time attendance, this period is shorter than in many primary schools. The time is used well so that children settle quickly, make friends within

their new groups and adapt to the more structured timetable. The school listens well to the views of individual pupils but at present there is no formal way of seeking the views of all pupils. This means that their views are not taken fully into consideration when changes are planned.

Partnership with parents, other schools and the community

Links with parents and with other schools are good. Links with the community are satisfactory.

Main strengths and weaknesses

- Parents are provided with a very good range of useful information about the school and their children's work and progress.
- Parents are involved well in their children's learning.
- Links with the junior school, to which pupils transfer, are used well to ensure that pupils move smoothly to the next stage of their education.

Commentary

27. The school ensures that parents are very well informed about all aspects of its life. The prospectus provides very full information about school routines and expectations. This is reinforced through the 'Welcome' booklet. The headteacher meets with small groups of parents as part of the induction process and this enables parents to discuss any concerns. The governors produce an interesting regular newsletter which celebrates the work of the school and outlines any special events. Governors, teachers, parents and pupils all contribute to it and parents value it highly. Annual reports to parents on their children's progress are clearly written and demonstrate the very good knowledge teachers have of each child. Their comments provide a clear picture of each pupil's strengths but areas for improvement are only identified in English and mathematics. Interim reports are provided from the target-setting parents' conferences so that parents have a written record of the teacher's views as well as a consultation.
28. The school offers parents a good range of meetings and workshops about aspects of the curriculum, such as developments in literacy and numeracy, and makes sure that parents who are unable to attend have written information to which they can refer. Following a request from a parent, information about topics to be studied is sent home every half-term so that parents know what their children will be learning. Pupils take a reading book home every day and are given other appropriate homework on a regular basis. In the Nursery and Reception classes books are regularly sent home and parents contribute well to their children's learning by reading and sharing books with them. Parents are able to help their child at home because the school makes sure they know what to do. A significant number of parents choose to help in school. They are well prepared and supported so that they make a very positive contribution to the progress pupils make. The Friends' group works hard to raise funds to support the school's work by, for example, buying a range of musical instruments and books.
29. Pupils transfer to the junior school that shares the school site. The school works closely with teachers from the junior school so that appropriate information is transferred. Infant school teachers are responsible for grouping pupils into their Year 3 classes. Junior school staff visit the infant school and Year 2 pupils visit their new school so that the move is smoothly accomplished. Good community links contribute to pupils' achievement and improve their learning by providing a range of interesting experiences, such as visits from the police and fire service. Music groups come into school to provide pupils with cultural experiences.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good. Management and governance is satisfactory overall.

Main strengths and weaknesses

- The headteacher is a strong team leader and a very good role model who is central to the creation of an effective team.
- The school has a total commitment to valuing each pupil as an individual and successfully achieves this.
- The school's development plan does not focus on key areas for development and is not clear, simple and explicit.
- Governors are only just adequately involved in planning the strategic development of the school, although they know the school well and take an active interest and involvement in its daily activities.

Commentary

30. The school is well led and has a very positive ethos. The headteacher is a good leader, inspiring loyalty and support from the school community and having a vision of education which values each child as an individual. Her leadership is a key factor in the continued provision of a good quality education that results in pupils achieving well.
31. The management of the school is sound. Roles and responsibilities are clear. Senior staff work well with the headteacher and with subject leaders to ensure that the school is a stimulating place in which to work and learn. The performance of teaching staff is managed well and staff are encouraged to attend training to keep up to date with educational developments. The good quality provision for pupils with special educational needs and those for whom English is an additional language are examples of the commitment of the management team who, together, ensure that all pupils receive their entitlement to the curriculum. All the main subject leaders and teachers with specific management responsibility have half day's release time from teaching on a regular termly basis. The subject leaders and senior staff satisfactorily check pupils' work, evaluate teachers' planning, assess pupils' progress and evaluate test results. However subject leaders and the deputy headteacher do not have enough time out of class to visit classrooms and to develop their roles and responsibilities.
32. The governors fulfil their role satisfactorily. They have a good understanding of the day-to-day strengths of the school. They check standards by visiting the school and watching lessons regularly. They publish a well-received termly newsletter. They have good contacts with the community which they use for the benefit of the school and are rightly proud of the school's achievements. However, given their good knowledge of the day-to-day work of the school and their pride in and commitment to it, they are not yet challenging the school as much as they might and their involvement in shaping the school's strategic direction is just adequate.
33. The school development plan is not an effective tool for strategic planning and monitoring of best value. This was an issue in the last inspection when it was described as lacking in success criteria. It still lacks those success criteria. It does, to some extent, support the allocation of the school's planned spending and management for coming years. The plan does not focus sufficiently well on key priorities. As a consequence, issues are lost as the plan contains many distractions from the major issues facing the school. At the end of each planning cycle, governors are not in a position to evaluate thoroughly the success of developments and see that best use has been made of resources. The good day-to-day knowledge which the governors have of the school and the close contact which they have with the headteacher and other staff have led to the school improvement plan not being given sufficient importance as a strategic planning tool. Improvements in formal development

planning are required to ensure that the school prepares fully for the future, not only maintaining strengths but also rectifying shortcomings.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	478,862	Balance from previous year	-19,097
Total expenditure	474,083	Balance carried forward to the next	4,778
Expenditure per pupil	2,155		

34. The school finances are good. Financial planning and control are good. The allocated school budget share for 2002-03 included £20,000 from the Special Purpose Fund. This had been earmarked to balance the figures by 31st March 2003. This money was used to support non-teaching staffing costs and to complete external maintenance to the school building. The school's budget share for 2003-04 has increased, allowing a finely-balanced budget to be set. The spending on special educational needs is appropriate. The last auditor's report was in 1999 and all action points have been dealt with.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Nursery and Reception classes is **very good**.

34. Fifty-two children attend the Nursery part-time. They are taught by two part-time teachers and a full-time nursery nurse. The Nursery is in a well-kept, good-sized, separate, purpose-built unit, which has a chess board garden, a grassed area and some hard play-area, marked out with interesting activities. There are 67 children of Reception class age; most are taught in two Reception classes whilst a further ten children are taught in a class alongside 16 Year 1 pupils. Teachers plan effectively together so that all pupils have the same curriculum entitlement and their individual learning needs are met. Support assistants make a valuable contribution to children's learning, but there are not enough of them to support this number of children. As reported in the previous inspection, lack of space inhibits opportunities for outdoor play for Reception-age children. There is no covered area or access to a grassed area.
35. Overall, the attainment of children when they enter Nursery is at the expected levels. A significant number of children begin Nursery with poor social skills and others have poor speaking and listening skills. This is a recent trend which has been identified by the school and for which effective and successful support strategies are in place, resulting in children making good progress. One child has significant physical needs and six further children have speech, concentration or learning needs. By the time they enter Reception classes, all children, including those with learning and physical difficulties and those with English as an additional language, achieve well. Most children are likely to gain the nationally-expected standards in all areas of learning by the end of the Reception Year. Many children are likely to exceed these levels and a few are unlikely to reach them.
36. Overall, teaching and learning are good in all areas of learning in both the Nursery and Reception classes. Teaching and learning are very good in personal, social, emotional, mathematical and creative development. Although current assessment procedures are thorough, they are not systematically matched to the small steps in learning identified in the Early Learning Goals, which enable teachers to track the progress children make. Children's attitudes to learning and their behaviour are very good. Staff ensure that children's health, welfare and safety are very well safeguarded. The Foundation Stage is well led and satisfactorily managed. All children are provided with a very good curriculum. A wide variety of stimulating experiences are organised, making learning fun. All classrooms are bright and attractive. Space is used very well to promote opportunities for children to learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's attitudes to each other and to their life in school are very positive.
- Staff have very good relationships with children.
- Children achieve well.
- Daily routines are very well established.

Commentary

37. Children achieve well; the work which they do on their personal development is of a good standard. Both teaching and learning are very good. In all classes, staff relationships are very good. Staff provide excellent role models for children, who are well cared for and settle quickly into classes and achieve well. The impressive professional skills of the staff contribute significantly to the very good quality of provision. Daily routines are very well established and consistently applied so that children know exactly what is expected of them. Confident nursery age children participate keenly in activities and persevere with a chosen pursuit. Those who show less initiative are well supported and begin to make choices independently. The election to the office of 'Busy Bees' raises children's self-esteem as the children gladly take on responsibilities and learn to look after one another. In Reception classes, children show a growing ability to concentrate and sit quietly when appropriate. They have very good attitudes to learning and are very well behaved. They co-operate well in joint activities, share resources sensibly, and spontaneously offer assistance to their peers. This earns the praise of adults and raises self-esteem all round.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers emphasise speaking and listening skills well.
- Activities are carefully planned to develop specific skills.

Commentary

38. Overall, the standard of children's work is satisfactory. They achieve well in reading and writing. Well-matched literacy resources attract children's attention and keep them interested in learning about sounds, shapes of letters and stories. In the Nursery classes speaking and listening skills are effectively promoted by the use of a 'magic microphone' whereby children learn to take turns and listen carefully. Adults speak to children respectfully, using good sentences and phrases. This presents a good example to children and one from which they learn to improve their own language. Children are encouraged to talk with each other and are confident in talking to unfamiliar people, including inspectors, in the classroom. Teaching and learning are good. Teachers choose reading materials well. They use rhyme, rhythm and repetition in stories effectively. This results in most children listening keenly to short stories and joining in enthusiastically with action rhymes. Encouraged by staff, more capable Reception children are confident speakers, read short stories competently and can write a short sentence accurately, whilst the less capable children enjoy looking at stories through pictures and are learning to form letters. Teachers successfully use a wide range of strategies to promote children's understanding of lower-and upper-case letters and this gives them a firm foundation on which to develop their writing. Children are very actively involved in their learning.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Independent learning has a high profile.
- Adults use resources well to make learning understandable and accessible for children.

Commentary

39. Children achieve well and the standard of their work is satisfactory. Teaching and learning are very good. Children's capacity to work without close supervision and to organise some of what they do in lessons, independent learning, are very well promoted by staff in all classes. Adults have a very good understanding of children's abilities and match activities well to their levels. They are particularly good in checking how well children are doing and ensuring that they are challenged to do well. All adults have high expectations of what children can do. In the Nursery classes, more capable children investigate shapes and sort them appropriately. Adults also provide well for less capable children, who are encouraged to use mathematical language of 'under' and 'over' as they assemble large construction equipment in their outdoor play. In the Reception classes, more able children participate well in using mixed coins to the value of 20p whilst less able children say and use numbers in order in familiar contexts. In all activities, adults speak very clearly and emphasise good mathematical language. They encourage children to respond in the same way. This results in children being enthusiastic learners who are interested in number and other mathematical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Opportunities for children to explore and investigate are very good.
- Independent skills are a key point in all lessons.

Commentary

40. Standards of work and the achievement of children are good. Teaching and learning are good. There are many very well-planned activities for all children to develop their knowledge and understanding of the world. For example, good questioning by adults enables Nursery class children to use their observational skills effectively and develop an understanding of the needs of young babies. The teacher constantly uses very good explanations and encourages children to describe simple features effectively, like 'the black and white stripy pattern' of a blanket. In Reception classes, a very competent teaching assistant provides a watchful eye and asks searching questions to check children's understanding, as more able children using the computers click, drag and print independently. Those children who have less expertise are supported in learning to type their names and to control the mouse. More able Reception-age children engage confidently in map-work and locate rivers. All children are learning to operate the pause and eject buttons so that they may listen to story tapes independently.

PHYSICAL DEVELOPMENT

Overall, provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Outdoor provision for Reception children is inadequate but it is good for nursery children.
- Lessons are well planned.

Commentary

41. Children achieve well and the standard of their work is satisfactory. Teaching and learning are good. In all classes, lessons are well planned. A suitable range of resources are available to extend children's skills and to increase their enjoyment while they learn. The purpose of activities is carefully explained to children so that they are confident and clear about what is expected of them. Children work well together and share sensibly. Nursery-age children show increasing control, for example when operating equipment in the enclosed outdoor area by

pushing and pulling. They are confident when working with materials such as construction sets and fabric. They demonstrate and name actions of pushing, rolling, squeezing and twisting as they fashion insects and animals. Reception-age children show increasing independence as they persevere, getting better at cutting and joining.

42. The lack of a grassed area and easy access to equipment means that opportunities for outdoor play for Reception-age children are restricted to playground areas. Children are keen to demonstrate their ball control as they take careful aim, and many succeed in scoring goals in the small netball nets.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Teachers plan very thoroughly for a wealth of creative activities.
- Good use is made of the expertise of visiting professionals.

Commentary

43. Children's achievement and the standards of their work are good. Teaching and learning are very good. Teachers use role-play very effectively to improve children's speaking and listening and mathematical understanding. Children in the Nursery classes sing rhymes about counting and ordering and enact stories alongside adults who develop the children's language well. An excellent introduction to musical instruments by visiting specialists prompts very good follow-up work for all classes and improves children's creative development considerably. Nursery staff encourage children to select and use appropriate materials and containers to make instruments. Children then decorate them capably with glitter and sparkly paper. The finished articles are proudly shown to their classmates and children eagerly demonstrate their understanding of how sounds can be produced as they tap, shake and pluck their instruments. Reception children are further extended as they examine and explore instruments closely and evaluate them against various criteria. In all lessons, teaching and learning are of high quality and children achieve well.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils actively enjoy reading and there are many fluent readers.
- Pupils' extended writing is of good quality.
- English is well led and the subject is well taught, resulting in good achievement.
- Language and literacy are well developed across the curriculum.

Commentary

44. Since the last inspection, standards in national tests have risen in reading, and particularly in writing. The proportion of higher-level attainment has increased significantly and it is now well above average. Speaking and listening have improved and are now good. There was a decline in the steady upward improvement in 2002. Staff looked carefully at the reasons why this happened and now assessment procedures include predictions of the progress pupils should make. Pupils who are on the borderline between one level and another are given

additional literacy support and greater attention is given to selecting materials in which boys are likely to be interested. All of these developments are promoting good achievement.

45. Standards of work seen are good. All pupils achieve well, including those who have English language learning needs or who have special educational needs. More capable pupils are regularly challenged to succeed and they meet the challenge well. Reading groups in lunchtimes, small group support in lessons and activities which are well matched to pupils' needs contribute to these good standards and good achievement.
46. Standards in speaking and listening are above the level expected nationally in Year 2. Pupils speak confidently and clearly. They listen hard in lessons and ask good questions. They generally ask and answer questions in full sentences or in significant phrases. Their vocabularies are constantly being extended through teachers introducing them to new words, especially those which are special to individual subjects. Pupils are confident to speak out in class but there are too few opportunities for them to practise role-play or dramatic activities in order to extend and use their language.
47. Pupils' reading is good in Year 2. They are enthusiastic fluent readers who regularly read at home and at school. Guided reading is successfully in place and has increased pupils' understanding of what they read. Pupils are not shy of trying to read new words and use their knowledge of the sounds of letters to help them to do this. There are very clear systems, which pupils follow, on how to spell new words and where to write down the new words which they have learned. The school has a good stock of books and other resources to support reading development, including reading scheme books, from which teachers make good choices for individual pupils. This also means that pupils are exposed to a wide range of interesting texts. Pupils have a good appreciation of the purpose of alphabetical order when finding information in a reference text.
48. The development of writing has been a priority, and significant gains have been made and standards are good. This is due to the good quality teaching which pupils receive. They are helped to develop good writing habits through being given well-selected comprehension and grammar worksheets as homework. Pupils write extensively on creative pieces and across a range of other writing styles. Whilst they are given good amounts of time to work on their writing, they are also very positive about what they are doing and expect to write reams. Work is regularly marked, sometimes with comments about pupils' next steps. However, pupils are given too few opportunities to improve the writing which they are doing. Pupils' work is usually well presented, with neat clear handwriting being developed.
49. Teaching is good overall and some is better than this. This is due to the detailed and well-matched teaching plans, teachers' thorough knowledge and love of English and their high expectations of pupils. Pupils respond well to their efforts. They concentrate well, waste no time and are keen to share what they have learned. Teachers are good at using computer-based resources to broaden opportunities for pupils to learn language and literacy skills and pupils work independently or in pairs on language-based activities.
50. The subject is well led and managed by a subject leader who has a clear view of the strengths and weaknesses in the subject and who has in place a suitable action plan to address these.

Language and literacy across the curriculum

51. Language and literacy are well developed across the curriculum and all teachers take seriously their responsibility to be teachers of English. In geography, pupils' writing develops well as they write simple sentences about the reasons why a road should or should not be built. They use research skills well to answer questions posed by teachers. Speaking and listening are well extended through teacher led discussions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There is good leadership of the subject which helps to maintain the standards at a level above that expected nationally.
- Teaching and assessment are good, with a wide range of challenging activities, resulting in effective learning.
- Activities in lessons maintain pupils' enthusiasm.
- There is good use of ICT to support independent learning.

Commentary

52. Standards are above the level expected nationally and pupils achieve well. Pupils' attainment in national tests is well above average. Teachers' subject knowledge is good and they teach well. They know the needs of their pupils in depth which means that teaching plans are well targeted. As a result, pupils enjoy their lessons. A very good Year 2 lesson started with a very effective activity about developing pupils' understanding of the relationships between multiples of 2, 5, and 10. Next, pupils worked in small groups, extending their knowledge of data analysis. Each activity was organised to challenge the pupils at their own level. One group was using a computer to interrogate a data log. These Year 2 pupils were enthusiastic about their work and were so disappointed when the lesson ended that some stayed behind to solve a problem.
53. In all lessons, there is good use of mathematical language, key words are displayed and used, and pupils' understanding is checked. The language or learning needs of all pupils are considered and well met. Because of these good features in teaching, pupils are highly motivated, their behaviour is good and any minor disruptions are dealt with effectively. Teachers are very competent in maintaining the good achievement of all pupils in the mixed-age classes. ICT is used well to extend learning. For example, pupils in Years 1 and 2 use the computer to produce number sentences and number pairs. Activities such as these are challenging.
54. More capable pupils are always given challenging work. Less capable pupils are given support and assistance to help them to achieve well. Very good support is given to pupils with severe learning problems, including one pupil who receives individual support several times a week. In another instance, a specialist support teacher uses a braille to type out the class work for a pupil; the pupil works out the solution and uses the braille to enter the answers. Extension work frequently includes problem-solving which develops in complexity through carefully devised worksheets.
55. Mathematics is well led and managed. The subject leader has a good understanding of the subject as she evaluates pupils' assessments and monitors samples of pupils' work. The subject leader has brief but regular opportunities to visit classrooms and become involved with the teaching and learning as it happens. Assessment is good, work is well marked, the results are recorded carefully and pupils' progress is tracked well. Realistic learning targets are set. Resources are good and all pupils have access to the equipment which they need. This is an improvement since the last inspection when resources were adequate.

Mathematics across the curriculum

56. Pupils use numeracy skills well across the curriculum and pupils are comfortable in doing so. For example, they calculate distances using a robot; they research the length of routes when planning routes for Barnaby Bear. Class routines also involve number practice, from

understanding the date to checking the time at the start and close of every lesson, where pupils take turns to read the clock.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is good; however, formal assessment procedures lack rigour and are not having sufficient impact on the achievement of the most capable pupils.
- There is a lack of support staff to aid learning.
- Pupils have very good attitudes to their work, which contributes to the good quality of their learning.

Commentary

57. Although pupils' performance in the teacher assessments at the end of Year 2 is above average when compared with all schools and average when compared with similar schools, the number of pupils achieving at the higher level is well below average. This was also the position at the previous inspection. Achievement is satisfactory for all pupils, including those with special educational needs and those who have English as an additional language.
58. Assessment procedures, which were a concern at the time of the previous inspection, continue to be unsatisfactory. Although staff have begun to assess pupils' work, there is a lack of clarity as to how this information is to be used. There is no systematic tracking of pupils' progress, nor are there any targets set to help pupils to make greater progress and thus raise the standards the school achieves. The small proportion of higher levels achieved by pupils is partially linked to staff having too high expectations of what children should know, understand and do in science. However, pupils are aware of what they need to do to improve, due to satisfactory teacher assessment which occurs during lessons.
59. Teaching in science overall is good in the lessons which were seen during the inspection. However, when taken with other evidence, including the examination of pupils' work, pupils' achievements are satisfactory because of satisfactory teaching over time. In a very good lesson in Year 2, the teaching and learning were so successful because there was a high level of challenge for pupils of all abilities. Achievement in this lesson was very good and pupils' knowledge and understanding of scientific vocabulary was improved rapidly as they investigated how electrical circuits are made. Pupils make and test a range of predictions. They work well without supervision because they are carefully chosen to motivate them. Pupils' very good attitudes make a significant contribution to their learning.
60. Scientific enquiry skills are receiving a higher focus than at the last inspection in all classes. Teachers are now planning consistently for pupils to be involved in investigative enquiry. For example, in a Year 1 lesson where teaching and learning were good and pupils achieved well, good links were made to road safety as more able pupils identified car lights as the source of light which made the reflective clothing of the school crossing patrol assistant shine out. By working with torches and dark boxes, pupils of all abilities observed how shiny objects need a light source to shine on them to make them observable. The teacher's timely and focused questions and clear instructions ensured that pupils remained on task and the pace of learning was brisk. Most pupils were able to discuss their findings competently but the systematic recording of their findings was underdeveloped and this prevented them from doing even better.
61. Leadership and management are satisfactory. All staff recognise the need to raise the profile of science to help pupils attain higher levels, and improving their attainment is a priority in the school improvement plan. In all science lessons, and especially in mixed-age lessons, the

absence of a classroom assistant limits the amount of support pupils receive. This restricts learning in a subject which has a very practical base.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is well led and managed.
- There is good use of ICT to support pupils' learning across the curriculum.
- ICT is used well to promote independent learning.

Commentary

62. Standards are above the level expected nationally in Year 2 and pupils achieve well. This is an improvement since the last inspection and reflects the work that the school has done to improve pupils' use of computers and their capability to use a good range of software. Pupils learn many skills through sharply-focused teaching and their keyboard skills are good. Pupils are able to word-process well, typing out their work and improving it with editing tools, printing and saving it. They enjoy their work. Pupils in Year 2 successfully enter collected transport data and interrogate that data with questions. Pupils in Year 1 competently program a simple robot to make movements while drawing on the floor
63. Teaching and learning are good. Staff encourage pupils to use computers as part of their normal work. All classrooms have them. Typically the key operations are displayed and referred to. This ensures that good progress is made. At times teachers are well supported by other adults who assist small groups of pupils, freeing teachers to give concentrated attention to specific pupils.
64. ICT is well led and managed. The subject leader knows clearly what the priorities are for developing the subject. All the members of the teaching staff have been recently trained in computer skills. Good records of pupils' achievements are kept in portfolios of work. There is a good library of software that is carefully categorised. The computers are well maintained with the support of a technician who attends the school regularly. The technician's time has recently been increased in response to the increased use of computers.

Information and communication technology across the curriculum

65. ICT is used effectively to support pupils' learning in other subjects. In mathematics, for example, the computers are used to practise number bonds using an animated cartoon, where the results are printed out for pupils to evaluate. Pupils use the Internet to research country features in geography. In history, the Internet is used to find out more about historical events, such as the Great Fire of London.
66. ICT is used well to help pupils with special educational needs to gain access to learning. For example, a pupil with special needs uses a laptop computer with a speech recognition production capacity to transfer writing about a musical visit to a word-processed account. The use of information and communication technology to enhance the teaching and learning of other subjects is a strength.

HUMANITIES

Geography is reported on in full below. History was sampled. There is a suitable scheme of work for history; National Curriculum requirements are met and there are sufficient resources. History is well led. The recently-introduced two-year programme of subjects is successfully organising the

curriculum to ensure that all pupils, especially those in mixed-age classes, receive a well-balanced humanities education.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The lesson seen was of good quality, well-linked to literacy, where pupils learned well and the teacher taught well.
- Assessment is not fully in place.

Commentary

67. Religious education is taught regularly and timetables suggest that sufficient time is given to it. However, there was insufficient evidence of written work available to assess standards or attainment over time.
68. Only one lesson was seen. This was a good Year 2 lesson where the teacher's knowledge of the subject was good. This led to pupils' own knowledge and understanding of the flight from Egypt, the story behind the Passover (Pesach) and the role of Moses in Judaism being developed well. Pupils enjoyed learning and learned well, giving ready answers and using new words accurately. Both standards and achievement in this lesson were good. The teacher was skilled at adapting her teaching to individual pupils' needs. She was well-supported by teaching assistants, including a specialist working with a blind pupil. Their work ensured that all pupils were able to take a full part in all aspects of the lesson, including whole-class discussion. Pupils were particularly good in discussing abstract ideas such as sadness and freedom. The lesson was well linked with literacy, with very effective promotion of pupils' speaking and listening skills.
69. The leadership and management of the subject are satisfactory. The headteacher, as subject leader, ensures that the subject is developed in conjunction with the requirements of the locally agreed religious education syllabus, which focuses largely on Christianity and Judaism. Assessment, which is not fully in place, is developing in line with the assessment guidance linked to the agreed syllabus. However, a helpful portfolio of work is currently kept to indicate the range of work which pupils do. Resources are satisfactory and are used sensitively in displays around the school and in class teaching.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good links with other subjects.
- Activities in lessons well planned to accommodate the needs of the different age groups and different pupils.

Commentary

70. Standards are good and this represents an improvement on the last inspection, when standards were satisfactory. Pupils achieve well. Pupils in Year 2 show a good understanding of countries across the world. They plan a journey for Barnaby Bear, using computer-based resources, recognising routes that involve different modes of transport. In addition, they know enough about different climatic conditions to plan to pack his case to meet his needs as he

travels. Pupils decided what tourist attractions the bear should visit, having researched each country from a good range of appropriate textbooks. They know which currency he would need to spend on his journey. Pupils approach all their work with enthusiasm.

71. Teaching and learning are good. Great care is taken to plan a wide range of activities for different groups of pupils and the needs of all pupils are met. Links with other subjects are maintained well. Classroom organisation is very good.
72. The subject is well led and managed, with clear priorities for development. The subject leader has gained a good understanding of the quality of pupils' work by checking assessment folders for each age group. However, the subject leader has very little opportunity to undertake first-hand lesson observations and this prevents an even sharper focus on areas for improvement. The school now has good resources to support geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and physical education are reported in full below. Art and design and music were sampled. A suitable scheme of work is in place for both subjects and there are sufficient resources. Pupils' artwork is prominently on display in classrooms and in shared areas. It is lively and carefully completed, with pupils showing early signs of control of the materials which they use. In music, pupils sing tunefully and use their voices expressively. In a lively presentation given by visiting specialists, pupils listened intently, learned about the features of different instruments and learned new words linked to their music education. There are no musical clubs to enhance pupils' learning. Both subjects are linked well with other subjects, including history and English.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Standards and achievement are good.
- Teachers plan well to provide an interesting range of activities.

Commentary

73. Since the last inspection, standards have improved and they are now above the level expected nationally and achievement is also good. The two-year cycle of topics contributes towards these high standards as it encourages pupils to do more than would be expected for their ages. Good links are made to other subjects, including science and English, which helps pupils to use what they have learned and to develop their understanding of design and technology in day-to-day lives.
74. Teaching is good overall; however, the variation in the quality of teaching ranges from satisfactory to very good. Teachers are good at learning new techniques and putting them into place quickly; for example, a novel way of securing wheels safely while pupils worked on them was devised one day and used the next. In a good lesson on moving vehicles in Year 2, the teacher planned well for the differences in pupils' capabilities. The classroom assistant was integral in preparing the lesson and ICT was well used. There was a good balance between teacher direction and pupil choice. An overlong introduction led to pupils' spending too long sitting on the carpet, not getting on with practical work. However, pupils continued to behave well and listen well. In very good Year 1 lessons, also on moving vehicles, activities were well matched to pupils' needs and adult support was sensitive and well targeted. The lesson provided a good level of challenge and pupils worked hard. However, insufficient attention is given to pupils assessing the quality of their own work and linking this to the original learning objectives.

75. Whilst many standard components are used for pupils' vehicles, pupils can show flair in their constructions and designs. They become more adept at making good joins and in using a range of different materials for fixing and are keen to experiment with new ways of model-making.
76. Leadership and management are satisfactory. The subject leader is capable and knows the strengths and the areas for development in the subject. Resources are just sufficient and there are limitations imposed by a lack of purpose-built benches with the means to steady materials, such as wood, when they are being worked on. Food technology facilities are limited to one cooker which allows for small groups of pupils to be taught at one time.

Physical education

Provision in physical education is **satisfactory**.

- There is inadequate provision for outdoor physical development.

Commentary

77. Attainment in physical education is in line with national expectations and achievement is satisfactory. Overall teaching and learning are satisfactory.
78. In a Year 2 lesson where teaching and learning were good, pupils achieved well because of well-planned activities undertaken at a brisk pace. Pupils displayed growing control and co-ordination as they changed speed, shape and direction in a sequence of activities. In an unsatisfactory lesson for Year 2 pupils, the techniques of sending and receiving a ball were not explained or demonstrated to pupils so that insufficient progress was made. In a Year 1 dance lesson where teaching and learning were satisfactory, pupils listened well to the music and adapted their movements suitably to the different stages of acting out a Bear Hunt, travelling through grass, river and mud. Whilst pupils were fully engaged and enjoyed the activity, the teacher did not build into the lesson any opportunities for pupils to demonstrate and evaluate their performances, and this prevented their learning from being better.
79. There is a lack of space for outdoor physical education, which was the case at the time of the previous inspection. The school has no grassed area for pupils to play on and engage in field sports. This restricts the range of physical activities the school can offer.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. This subject was sampled. Personal, social and health education and citizenship are taught as individual lessons and through other subjects. 'Circle time', when pupils sit in a circle to discuss matters of importance to them is in place. Self-esteem groups are planned. A new venture is planned to help pupils to build their self-esteem through careful support by identified adults. There are good opportunities for developing social responsibilities and these are well planned for. For example, pupils balance the differing views of the community, learning to act as good citizens, as they discuss views and rehearse the roles of planners and politicians when deciding whether a new road was to be built or not as part of their work in geography.
81. However, the most influential way in which pupils learn in this aspect of school life is through demonstration and example. Staff treat pupils with respect, care and concern and expect that pupils will also show these attributes. Pupils decide class rules and keep them. Pupils are expected to be kind to each other. The school's efforts result in pupils developing into sensible, confident and well-rounded individuals with a clear sense of right and wrong.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	4
How well the curriculum meets pupils' needs	3
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	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
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 head teacher	3
The leadership of other key staff	3
The effectiveness of management	4

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