

# INSPECTION REPORT

## **WEST HOVE INFANT SCHOOL**

Hove

LEA area: Brighton and Hove

Unique reference number: 114428

Headteacher: Mrs J Morgan

Lead inspector: Mrs J McNeil

Dates of inspection: 1<sup>st</sup> - 3<sup>rd</sup> March 2004

Inspection number: 258354

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:	4 - 7
Gender of pupils:	Mixed
Number on roll:	368
School address:	Portland Road Hove East Sussex
Postcode:	BN3 5JA
Telephone number:	(01273) 733 386
Fax number:	(01273) 323 867
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Seyed-Safi
Date of previous inspection:	5 <sup>th</sup> May 1998

## **CHARACTERISTICS OF THE SCHOOL**

This large infant school admits pupils between the ages of four and seven. They are taught in 13 single-age classes. The school reverted to being four-form entry in September 2003. The school is situated in an area that is socially and economically very mixed. The vast majority of pupils are white and all but three per cent speak English as a first language. A fifth of the pupils are currently on the register of special educational needs, but almost all are at the lower stages of the register. This is similar to most other schools, but is a significantly lower figure than in previous years. The number of pupils with statements of special educational need (two pupils) is below average for the size of school. The pupils' attainment on entry to the Reception class is below average overall. Almost all pupils have had some pre-school experience before joining the school.

The school received the School Achievement Award for improved results in 2001 and the Quality Mark from the Basic Skills Agency in 2002. It achieved Investors in People status in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
30711	Mrs J McNeil	Lead inspector	Science Information and communication technology Personal, social and health education English as an additional language
13548	Mrs P Bowen	Lay inspector	
15306	Mr S Bugg	Team inspector	Mathematics Art and design Design and technology
32361	Mr M Loveys	Team inspector	English French Music Physical education Special educational needs
32104	Mr M Sandercock	Team inspector	Foundation Stage Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with very good features.** The key to its success lies in the high quality leadership and management of the headteacher over many years. All staff share her high expectations for pupils of differing backgrounds and needs. Consequently pupils make good progress and display very good attitudes to school. The school enjoys a very good reputation with its parents and in the community. It provides good value for money and offers its pupils a good quality of education.

#### The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and management.
- The school is very inclusive; pupils from differing backgrounds and with differing needs are valued and very well supported.
- Standards in reading, writing and mathematics have improved significantly since the last inspection and are now above average.
- Teaching is consistently good and all groups of pupils achieve well in most subjects.
- There are very effective procedures for monitoring all aspects of the school's performance.
- The pupils in Years 1 and 2 make insufficient progress in information and communication technology (ICT).

The school has made very good progress since it was last inspected in 1998. Standards in reading, writing and mathematics have risen faster than standards nationally and pupils now achieve well in these subjects throughout the school. The quality of teaching has improved significantly and there is now no unsatisfactory teaching.

### STANDARDS ACHIEVED

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

**Throughout the school pupils achieve well** as a consequence of consistently good teaching. In particular, pupils with English as an additional language and those with lower capabilities, including those with learning needs, make very good progress. Standards in the national tests in 2003 were above average in reading and mathematics and well above average in writing. The underlying rate of improvement over time is above the improvement in standards nationally. Standards in the current Year 2 classes reflect the improved test results of recent years with attainment in reading, writing and mathematics being above average overall. Standards in science, geography, music and religious education are also above average and pupils make good progress in these subjects. Pupils achieve particularly well in art and design and design and technology and standards are well above average by the end of Year 2. There was insufficient evidence to make a judgement on the standards or pupils' achievement in history. Standards in ICT are not high enough and pupils make insufficient progress in Years 1 and 2.

In past years the pupils have entered school with below average capabilities overall. However, for the current Reception classes attainment on entry is higher and slightly below average overall.

Inspectors found that these children are achieving well and on course to slightly exceed expected levels in all areas of learning by the end of the academic year, particularly in creative, personal, social and emotional development.

**Pupils' personal development is very good.** Pupils have very positive attitudes to school. The vast majority behave very well in lessons and at playtimes. **Their spiritual, moral and social and cultural development is good** and there are strengths in the school's provision for moral and social development. Pupils show a good understanding of their own and others' cultural traditions. Levels of attendance are below average overall. The school's procedures to encourage good attendance are more effective with the older pupils; in Year 2 attendance is above average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching is consistently good** throughout the school and all pupils get a good deal irrespective of the class in which they are placed. Much attention has been given to improving the quality of teaching and no observed lessons were judged unsatisfactory. All groups of pupils learn well, although there is not always sufficient challenge for the higher attaining pupils in science, history, geography and religious education. Pupils with special educational needs and those with English as an additional language learn very well. Assessment procedures are particularly thorough in English and mathematics and support pupils' learning very well. The curriculum is broad and generally well balanced, although the time allocated to teaching history and ICT falls short of recommendations. Pupils are very well cared for and receive very good support and guidance. There are very good procedures for ensuring the health and safety of pupils. The school is successful in enriching the curriculum through a good range of additional activities, such as visits and visitors. The school has very good links with parents. There are good links with local pre-school providers and the junior school. The induction procedures for children entering the Reception classes are very effective.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management overall are very good.** The headteacher's very good leadership and her high aspirations are key to the very good improvement evident since the last inspection. She is particularly well supported by the deputy headteacher. Staff are encouraged to develop their skills and expertise and there are very effective arrangements for their continuing professional development. The systems for keeping track of pupils' performance through test results and planning to meet their needs are very good. Management is very effective, especially financial management of the school. The governing body ensures all statutory requirements are met and is very supportive, but is insufficiently involved in monitoring the work of the school.

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

Parents are very satisfied with the school and have no significant concerns. They have the highest regard for the headteacher and feel that the school is accessible and welcoming.

Pupils love their school and teachers. Although pupils' questionnaires reveal that a third of them are concerned about behaviour at playtimes, inspectors found playtimes to be happy occasions for the pupils, with boys and girls from differing backgrounds playing happily together.

## **IMPROVEMENTS NEEDED**

**The most important things the school should do to improve are:**

- Raise standards and pupils' achievement in ICT in Years 1 and 2.
- Improve planning in science, geography, history and religious education to ensure that the work for higher attaining pupils is suitably challenging.
- Continue to work with parents to improve the attendance among the younger pupils.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The pupils make good progress in all classes and achieve well in relation to their capabilities. Standards are above average overall.

#### Main strengths and weaknesses

- The pupils make good progress in reading, writing and mathematics in all classes and standards are above average by the time pupils leave the school.
- Standards have risen significantly in national tests and the underlying rate of improvement is above the national average.
- Pupils with special educational needs and those with English as an additional language achieve particularly well.
- Pupils enjoy a rich arts curriculum and achieve very well in art and design and design and technology.
- Pupils in Years 1 and 2 do not achieve as well as they should in ICT and standards are below average overall.

#### Commentary

1. When children start school in the Reception classes their knowledge, skills and understanding are wide ranging. The overall profile is below average. For the past two years the Foundation Stage children have made good progress and most reached the early learning goals in all areas of learning. This year a greater proportion of pupils started school with relatively more advanced skills and consequently attainment on entry for this year group is judged to be slightly below average overall. These children are making good progress and are achieving just beyond the levels expected for their age. In their creative, personal, social and emotional development they are set to exceed expectations.
2. Results of the Year 2 national tests have risen significantly since the last inspection. The table below shows that in 2003 attainment was above average in reading and mathematics and well above in writing. Since the pupils entered Year 1 with average attainment overall they made good progress in Years 1 and 2. The very good provision for pupils with special educational needs and those with English as an additional language ensured that these pupils made very good progress, with almost all pupils attaining Level 2 in the end of year tests. An above average number of pupils reached the higher Level 3 in reading and writing, with a well above average proportion attaining Level 3 in mathematics. In science, where teachers assess pupils' attainment, the vast majority of pupils achieved Level 2, which was above average. An average number achieved Level 3.

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

Standards in:	School results	National results
reading	16.8 (16.6)	15.7 (15.8)
writing	16.0 (14.4)	14.6 (14.4)
mathematics	17.2 (18.1)	16.3 (16.5)

*There were 125 pupils in the year group. Figures in brackets are for the previous year.*

3. Inspection evidence shows that the pupils currently in Year 2 are making good progress in reading, writing and mathematics. Their achievement is good and they are on course to attain



above average standards in the end of year national tests in all three tested areas. This reflects the consistently good teaching they receive and the very good use made of assessment information. Pupils with special educational needs are making very good progress, particularly benefiting from the school's decision to teach these pupils in small classes for their daily literacy lessons. In other lessons these pupils are well supported by teaching assistants. Pupils with English as an additional language are making very good progress, particularly when working in a small group with the specialist teacher. Pupils have good opportunities to develop and use their literacy skills across the curriculum and appropriate opportunities in numeracy.

4. Inspectors found that standards are above average in science, geography, music and religious education and that the pupils make good progress in these subjects. Pupils achieve very well in art and design and design and technology and standards are well above average by the end of Year 2. Both subjects are strengths of the school. Standards in physical education are average overall with pupils achieving appropriately. However, attainment in swimming is above average with pupils achieving well, the result of specialist teaching and good use of the on-site swimming pool. There was insufficient evidence to make a judgement on the standards or pupils' achievement in history. Other than in English and mathematics lessons the more able pupils generally complete similar tasks to their peers and as a result are insufficiently challenged in some subjects. This was particularly evident in science, geography, history and religious education.
5. Standards in ICT are below average overall and pupils make insufficient progress in Years 1 and 2. This is because the current arrangements for teaching ICT are unsatisfactory. For example, pupils do not have access to computers whilst being taught specific skills. They do not cover all aspects of the curriculum in sufficient depth and there is insufficient time allowed to learn or practise new skills.

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

There is very good provision for developing the pupils' personal qualities overall. The attitudes and behaviour of the pupils are very good, which makes a significant contribution to their learning and achievement. Provision for the pupils' spiritual, moral, social and cultural development is good. Attendance figures are below average.

### **Main strengths and weaknesses**

- The pupils have very good attitudes to school and behave very well.
- The school is very inclusive, enabling pupils to grow in confidence and to have high self-esteem.
- There are good systems in place to ensure a prompt start to the school day.
- Staff provide very good role models and have very high expectations of the pupils' conduct.
- There is very good provision for pupils' social and moral development.
- Absence is well monitored and swift action is taken to follow up non-attenders, but attendance remains below average overall.
- There are insufficient planned opportunities for spiritual development.

### **Commentary**

6. The good attitudes and behaviour reported at the last inspection have improved and are now very good. The very inclusive ethos of the school means that all pupils are able to learn in a safe and happy environment. The pupils are brought into their classrooms each morning by their parents and this encourages a feeling that school is an extension of the family. It also ensures that pupils arrive very punctually and that lessons start on time. All the staff, teaching and non-teaching, have very high expectations for pupils' conduct and as a result pupils behave very well in the classroom and at playtimes. Children in the Foundation Stage learn the rules quickly and respond positively to the clear routines. They enjoy the range of activities

planned for them and are eager to learn. This contributes to the very good progress they make in their personal, social and emotional development.

7. The school is very successful in supporting the particular learning needs of the pupils, which makes a very positive contribution to their achievement. Most of the pupils are very positive about their school. However, a third of the pupils' questionnaires expressed concerns about behaviour at playtimes. Inspectors found that, whilst the playground is very small for the number of pupils in the school, the children play happily together showing awareness of those around them. The parents are confident that any minor incidents of bullying or harassment are dealt with quickly and effectively. No incidents of bullying were seen during the inspection and no pupils have been excluded from school. There have been no racist incidents.
8. Overall the provision for spiritual, moral, social and cultural development is good. The school takes the opportunity to celebrate the cultures of other people, particularly those in school. The moral and social development of the pupils is very good. Pupils have a very good understanding of right and wrong which is promoted from the time they join the school. They benefit from the very good role models set by the adults in the school. The school council meets regularly and members take their responsibilities seriously when making decisions on behalf of the whole school. In all classes pupils are keen to act as monitors, helping with the smooth running of the class. There are missed opportunities to promote spiritual development because they are not planned into learning programmes.
9. Attendance at the school is below the national average. However, the school has good systems in place to monitor absence. Analysis of the attendance figures by each year group shows that attendance is below average in Reception and Year 1. The school's procedures for promoting good attendance are more effective in Year 2, where attendance is above average.

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

Authorised absence	
School data	6.4
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**. Good teaching and well planned work enables all groups of pupils to learn well. There is a very good partnership with parents and the school works closely with the local community.

**Teaching and learning**

The overall quality of teaching and learning is good, much improved from the last inspection. Pupils' good achievement is largely due to consistently good teaching and the very effective use made of assessment information.

**Main strengths and weaknesses**

- Pupils make good progress over time and achieve well because there is good teaching in all classes.
- Teaching is very good for pupils with special educational needs and those with English as an additional language.
- Teachers have very high expectations of their pupils.
- Teachers use assessment information very well to plan future work and track pupils' progress.

- Pupils do not have sufficient learning opportunities in ICT in Years 1 and 2.
- Pupils apply themselves well to their work and have an enthusiasm for learning.

## Commentary

### **Summary of teaching observed during the inspection in 65 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	12 (19%)	38 (58%)	15 (23%)	0 (0%)	0 (0%)	0 (0%)

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

- Teaching is good overall, with lessons and pupils' work showing that there is good teaching in all classes. All teachers have very high expectations of what the pupils can achieve. This represents very good improvement since the last inspection, when teaching was judged to be sound with almost one in five lessons seen to be unsatisfactory. The improved teaching has made a significant contribution to the higher rates of progress made by pupils who now achieve standards above national expectations in most subjects by the end of Year 2. The headteacher and deputy headteacher effectively monitor the quality of teaching and learning, ensuring that all teachers are aware of what is needed to continue to raise standards. As a result, teaching is never less than satisfactory, with teachers in each year group working closely to deliver the planned curriculum. This has led to a high level of consistency between classes.
- Pupils respond well to the good teaching and learn effectively, evident in three-quarters of the lessons observed. They have very good attitudes to learning and show confidence when work is challenging. This is a direct result of the continuous praise and high level of encouragement given by teachers and the value they place on all pupils' contributions to lessons. Teaching assistants make a valuable contribution to pupils' learning and they support groups effectively, particularly the lower attaining pupils. Where teaching assistants work alongside identified groups of pupils during whole class sessions, for example in quietly explaining and questioning, these pupils make good progress and remain engaged in their learning. Such good practice is not a regular feature of every classroom.
- The quality of teaching and learning in the Reception classes is consistently good. Staff provide very good role models and have established excellent relationships with the children. These are key factors to the children's very positive attitudes and confidence levels. There is a good balance of adult directed activities and those that allow pupils to make choices and decisions for themselves. Children show much interest in the activities provided, but do not always persist when an adult is not present. Strategies for successfully teaching reading and writing skills capture children's enthusiasm and they learn well. Assessments are used very well to guide the planning of activities.
- Much of the best teaching in Years 1 and 2 occurs in English, mathematics, art and design and design and technology. In the best lessons teachers make it very clear to pupils what they are expected to learn and involve them in reflecting on how well they have achieved during the lesson. Lessons move at a good pace and teachers effectively question pupils so that they think about their work and remain on task. All teachers place considerable emphasis on developing basic skills, which makes a significant contribution to how well the pupils achieve overall. There are improved links made through other subjects to developing pupils' writing skills, although some opportunities are missed in ICT. In the quarter of the lessons seen where teaching was just satisfactory there were insufficient opportunities for pupils to be actively involved in learning during whole class lessons, which led to some being distracted. In addition there was insufficient support and monitoring of individual progress when pupils were working independently, particularly in ICT.

14. The teaching of pupils with special educational needs and those with English as an additional language is very good overall and well targeted to their individual needs. Teachers and teaching assistants provide very good support for their learning so that these pupils have very good access to the overall learning intentions at their level. The specific targets in individual education plans are well defined with clear steps of progression. These are used to inform teaching and enable pupils to achieve very well in lessons.
15. Very good systems for assessing pupils are in place and teachers know their pupils and their needs very well. The school has introduced a good range of strategies for pupils to make judgements on their own learning and older pupils are beginning to identify the next steps to improve their work. There are very good procedures for all subject leaders to monitor the outcomes of assessments and use these to plan next stages of learning.

### **The curriculum**

The school provides a good range of opportunities overall that is brought alive by clubs, practical activities, visits and visitors. These contribute well to pupils' learning and achievement. There are weaknesses in the school's provision for ICT and history. The accommodation is satisfactory overall. There are good resources for all subjects.

### **Main strengths and weaknesses**

- The good curricular provision enables the pupils to achieve well in the school.
- The curriculum is very inclusive, enabling equal opportunities for all pupils.
- The provision for special educational needs and English as an additional language is very good.
- Insufficient time is allocated to the teaching of ICT and history.
- There is insufficient provision for the higher attaining pupils in some subjects.
- Good use of local visits and visitors to the school enrich the curriculum in a very positive way.

### **Commentary**

16. The school has developed a broad curriculum, meeting the requirements of the National Curriculum and highly relevant to the pupils' needs. Planning is thorough and subject co-ordinators use dedicated non-contact time to improve and monitor planning in their subject. All teachers complete detailed weekly evaluations of their planning and as a result can more closely match future planning to pupils' needs. Curriculum provision is good overall and contributes to the pupils' good achievement.
17. Issues relating to curriculum balance in Years 1 and 2 have largely been addressed, although there is still insufficient time to cover the curriculum for ICT and history in enough depth. Pupils are taught daily lessons in English and mathematics and all other subjects are timetabled, including religious education. Sex and relationships education is appropriately taught through science, personal, social and health education and citizenship. Planning in science, geography, history and religious education takes insufficient account of the higher attaining pupils and they are not always sufficiently challenged in these subjects.
18. The curriculum provision in the Reception classes is very good. There is a well-planned balance of activities for independent and adult directed learning, which makes best use of both the indoor and outdoor learning environment. Activities are supported by a very good range of resources which promote children's interest.
19. There is very good equality of access in all curriculum areas for all pupils, irrespective of their needs or backgrounds. The provision for pupils for whom English is an additional language is very good, particularly when they are taught individually planned units of work by the specialist teacher. The provision for pupils with special educational needs is equally very good. The

school places significant emphasis on ensuring that these pupils achieve well and spends well above its delegated income to provide daily literacy support for pupils in Years 1 and 2. The progress of these pupils is very carefully monitored and work is planned to enable them to achieve very well.

20. The provision for ICT is unsatisfactory. The small amount of dedicated teaching time and the unsuitability of the teaching area results in insufficient progress for too many pupils. Pupils were observed using networked computers stationed in classrooms, but their learning suffered from lack of direction and their achievement was very variable.
21. The curriculum is enriched well, for example, through the weekly provision of French in Year 2. Similarly, a good range of visits out of and visitors to, the school enriches the curricular experiences of all pupils. Visits to local museums, farms, art exhibitions, local landmarks and the beach are all features of curriculum enrichment. Visitors to the school include the fire service, police, nurse, local musicians, theatre groups and local elderly residents.
22. The school has satisfactory accommodation and good resources. The allocation of teachers and support staff to their jobs is good. The school buildings are well maintained and the classrooms are spacious. The dining hall is old and has poor acoustics, which means it is rather noisy at lunchtime. Whilst the playgrounds are very small for the number of pupils using them school playtimes are happy occasions. The range of books in the school library is satisfactory overall although the accommodation is not effective because the room is used for many other activities. No lending system currently exists in the library to allow pupils to borrow non-fiction books, although they can do so from their class stock. Learning resources are generally well used but there is not always sufficient adult support when ICT is incorporated into other subjects.

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

The school provides very good support, advice and guidance for pupils, further improved since the last inspection. There are very effective arrangements in place to ensure the welfare, health and safety of all the pupils. The school is successful in seeking and acting on pupils' views.

### **Main strengths and weaknesses**

- The teachers know the children very well and there are very good relationships throughout the school.
- There are very effective arrangements, both in the Reception class and for those starting at other times in the school year, for introducing pupils to the school.
- Very good assessment systems support any pupils experiencing difficulty.
- Effective measures are in place to ensure pupils' safety and well-being.
- Pupils with special educational needs and those with English as an additional language are supported particularly well.

### **Commentary**

23. The staff know the pupils very well and are committed to helping them to make the most of their capabilities. New pupils are made to feel very welcome, whether they start school in the Reception classes or enter at other times. These arrangements start the work of developing very good and trusting relationships between staff and pupils. This gives the pupils the confidence to seek support or guidance when they have concerns about their work, or a personal problem, or when they want to celebrate special news. The pupils are confident, courteous and articulate. The school has recently started a school council, which is proving effective in ascertaining the views of the pupils.
24. The support for pupils with special educational needs is very good. The weekly nurture group sessions, led by the special needs co-ordinator, provide effective support for the few pupils

with problems affecting their progress such as being withdrawn, uncommunicative and anti-social. This initiative has a positive impact on behaviour in the school. The use of an external service to support pupils with English as an additional language is very effective. The specialist teacher provides very good support and guidance, contributing to the very good achievement of these pupils.

25. The school has effective systems in place to ensure the safety and well-being of pupils. The toilets have been improved since the last inspection. Now both toilets and cloakrooms are clean and tidy. The traffic calming measures have also reduced the problem of cars parking at the school. The staff are aware of issues relating to child protection and have good procedures to note any concerns. Regular inspections of equipment are carried out and there are effective systems to ensure that identified hazards are noted and rectified. There is no wheelchair access to the three classrooms on the first floor, but alternative classes for those year groups are available on the ground floor.

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

The very good links with parents reported at the time of the last inspection have been maintained. There are good opportunities for the pupils to visit the local community and a wide range of visitors come into the school, all of which enrich the curriculum and make a valuable contribution to pupils' learning. The school has good links with the pre-schools attended by the children coming into school and with the on-site junior school.

### **Main strengths and weaknesses**

- Parents are very happy with what the school provides for their pupils; they are very supportive and feel able to help their children's learning.
- The school provides very good information for parents, through the newsletters, reading diaries, reports and other leaflets.
- There are good links with pre-schools and the junior school.

### **Commentary**

26. The school has successfully maintained its very good links with parents since the last inspection. The parents responding to the questionnaire and those attending the meeting with inspectors held before the inspection were very positive about the school and, in particular, the leadership of the headteacher. The very comprehensive newsletter sent out each term is very much appreciated by the parents. The reading diaries provide a good means of maintaining a dialogue with the class teacher and parents are confident that they can help their children at home with reading. Parents bring their children into school each day so feel at ease with the teachers and are confident in raising any concerns that they might have. The annual reports provide parents with a detailed commentary of their child's progress at school, to include a comparison of progress against others in the year group. The teachers' comments also highlight 'next steps' in learning. The school has an active school association, which organises social events and works hard to support the work of the school. Fund raising events, such as the Christmas and summer fairs, provide additional resources and learning opportunities for the pupils.
27. The school makes good use of the local environment through visits within walking distance and a good range of visitors come into the school. These enrich the curriculum and support the pupils' learning. There are good links with the junior school with which the school shares a site. Arrangements have been made to maximise the limited space available to the schools at playtimes and they share a swimming pool. Year 6 pupils at the junior school help in the playground at lunchtime. There are also good links with the pre-schools attended by the children.

## LEADERSHIP AND MANAGEMENT

Overall the leadership and management are **very good**. The headteacher is particularly effective. Her personal vision statement for the school is readily apparent in all aspects of school life and she is very highly respected. The deputy headteacher provides the headteacher with very good support and plays an influential role in almost all aspects of the work of the school. Subject leadership is good overall and very good in a number of subjects. Management is very effective, especially financial management of the school. The governing body ensures all statutory requirements are met and is very supportive although governors have become more involved in monitoring and evaluating the work of the school.

### Main strengths and weaknesses

- The leadership provided by the headteacher is very good; she knows her school very well.
- The deputy headteacher provides very strong support.
- Subject leadership provided by teachers is good overall.
- The school is very effectively managed.
- School improvement planning is very good and there are very thorough arrangements for monitoring all aspects of the school's performance.
- The governing body is not sufficiently involved in monitoring and evaluating the work of the school.

### Commentary

28. The headteacher has very high expectations of staff and pupils. She is committed to ensuring that pupils of all capabilities achieve to their full potential. Her personal vision statement for the school articulates her beliefs and, through well tried and tested procedures for monitoring the school's performance and through an attention to detail, she has ensured the school has lived up to her expectations. For example, all class teachers are required to evaluate weekly the work they have undertaken with pupils. These evaluations are read by the headteacher and comments made. In this way there is a very effective ongoing dialogue between the teachers and the headteacher. In addition, she oversees the setting of challenging targets for all pupils in Years 1 and 2, monitors progress towards these and reviews pupils' performance at the end of the year with each class teacher.
29. The headteacher is very well supported by her deputy headteacher. Other teachers are effective in their roles as senior managers and subject co-ordinators, particularly so in English, mathematics, art and design and design and technology. There is a sense of purpose and clarity in all aspects of leadership and this has a very significant impact in ensuring that the pupils make good progress. For example, the good planning in many subjects is as a result of the very comprehensive schemes of work that subject leaders have prepared. The cycle of planning, testing, monitoring and evaluation, precisely adhered to, means that any pupils underperforming or weak teaching are very quickly identified. It is this attention to detail that has led to the improved standards in many subjects, especially in reading, writing and mathematics.
30. School improvement planning is also systematic, focused and carefully monitored. The actions identified are appropriate. The management of the school's budget is very thorough and very good financial planning and monitoring of the budget means that sufficient money is made available to ensure successful outcomes. Subject co-ordinators are provided with sufficient time to complete tasks where they make a request. However, this is not always identified at the beginning of the action and there is little identified time from term to term for key staff to fully undertake their duties as subject co-ordinators.

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

Income and expenditure (£)	
Total income	735,285
Total expenditure	737,417
Expenditure per pupil	1,972

Balances (£)	
Balance from previous year	46,000
Balance carried forward to the next	43,868

31. The school has very effective arrangements for the continuing professional development of staff, linked to the rigorous and comprehensive arrangements for performance management. Staff are therefore encouraged to develop their skills and expertise in order to become better teachers and more informed subject co-ordinators, although the most important decisions are made by the school's senior management team.
  
32. The governing body is very supportive of the school. Governors have a sound understanding of the school's strengths and weaknesses and fulfil their statutory details well, having rectified some minor omissions recently. They are less successful in monitoring and evaluating the work of the school and are currently writing a policy for overseeing their visits to classrooms. Governors undertake training but there has been little governing body training for the whole governing body through which they can address issues directly relevant to them.



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

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

Provision for children in the Reception classes is good and improved since the last inspection. The quality of teaching is good overall and children achieve well. The children enter Reception in the September before they are five. Very good procedures are in place to ensure a smooth transition from pre-schools into school. A staged programme of full-time attendance is then introduced, starting with the older children after the autumn half term. Teaching and learning are consistently good and very good in relation to creative, personal, social and emotional development. Teachers and support staff work very well together and considerable improvements have been made to planning and assessment. Children's learning is monitored carefully and a wide range of interesting activities is provided; these are well matched to their needs. The accommodation is adequate and there are very good resources for all areas of learning. Children have regular access to the outdoor learning environment. Staff have planned to make best use of the outdoor area despite the limitations of it being part of the main playground.

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

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

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

- Adults are very good role models and provide very good opportunities for children to co-operate and develop mutual respect, enabling them to achieve very well.

#### **Commentary**

33. The personal, social and emotional development of children in the current intake was below what is expected for their age on entry to school. As a result of very good teaching the children are making very good progress. Most will exceed expectations for this area of learning by the end of the Reception Year, which represents very good improvement since the last inspection. The children work very confidently in small groups and have already learned to settle disputes if they arise by using the strategies shown them by staff. Staff promote skills of independence very well, ensuring resources are easily accessible for children. There is an improved balance in the activities taught by adults and those initiated by children.
34. Staff are very good role models for the children to emulate and have established a secure environment where children feel happy. They treat children with courtesy and respect and work hard to establish effective routines and trusting relationships. Staff provide good opportunities for parents to be involved in the children's activities at the start of the day. This contributes well to the very positive attitudes and behaviour that the children develop towards school, their confidence and awareness of what is right and wrong. Good behaviour is constantly recognised and rewarded. As a result, children are well aware of expectations and recognise the efforts of others. Spontaneous clapping broke out in one class in recognition of a boy's achievements.

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

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

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

- Staff provide good opportunities to develop children's speaking and listening skills.
- There is good, well-planned, structured teaching of reading and writing skills.

- Whole-class sessions have too few opportunities for children to engage actively.
- Very good assessment systems are used to plan next steps in learning for groups of pupils.
- Pupils' have positive, confident attitudes towards reading and writing.

### **Commentary**

35. Children make good progress in this area of learning as a result of good, highly structured teaching. From a slightly below average starting point overall, almost all are achieving standards that are slightly above what is expected in speaking, reading and writing. All children achieve well, including those with special needs. Those with English as an additional language make particularly good progress when withdrawn by the specialist teacher.
36. Children learn to listen to each other and take turns in communicating ideas. New experiences are provided to increase the range and use of children's vocabulary and the structure of their language. For example, they can describe the fabrics of costumes from other countries and the suitability of each for hot or cold weather. Such experiences result in children being confident to discuss what they have been doing. They talk happily to visitors, often initiating the conversation. Reading skills are taught effectively and staff pay close attention to building up phonic knowledge. Children enjoy hearing stories and listen well. Elements of the literacy framework are used well to develop children's understanding of letter sounds, with children starting to blend the sounds together to form simple words. Where children are actively involved in whole class sessions, the pace of learning increases. However, these opportunities are too limited. Staff provide a good range of opportunities which encourage children to write. As a result of the strong emphasis to 'have a go', children are confident to write independently. When children start school many find pencil control difficult. They make good progress in forming letters through effective activities, such as writing letters in trays of sand or painting them with water in the outside area. Children are able to sequence ideas and tell adults their own detailed version, for example, of 'The Gingerbread Man' story. Systems for observing and assessing children are very good and ensure that daily plans are well linked to each child's needs.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and learning is well structured, based on a clear understanding of each child.
- Interesting, relevant and practical investigations support independent learning well.
- Whole-class sessions have too few opportunities for children to actively participate.

### **Commentary**

37. All children make good progress in developing their mathematical skills. When starting school children's understanding of number is slightly below average. By the end of the Reception Year most children are on course to slightly exceed expected standards. This reflects the good teaching of this area of learning.
38. Staff make very good use of daily observations and assessments to build on what they know children can do. An improved balance of adult-directed and child-initiated activities encourages children to practise and extend their skills independently and co-operatively. Activities are supported with interesting engaging resources, including good ICT programs. Most children can already count to ten and back to zero and can use equipment such as chicks in nests to add two numbers by counting on. Such practical approaches to teaching promote enthusiasm and interest in small group work. Interest lessens where such strategies are not used in whole-class lessons.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Teachers provide a good range of interesting activities, which stimulate learning and enquiry.
- There is good provision for ICT during the day, which supports other areas of learning well.
- Children are not sufficiently involved when being taught ICT skills as a whole class.

### Commentary

39. All children achieve well, reflecting the good teaching. Many children are working at levels slightly above expectations for their age, so have made good progress since starting school. The effective planning and organisation of a range of purposeful play and investigational activities enables children to learn at a brisk pace. These activities extend children's understanding through very good opportunities to investigate, such as observing hyacinth bulbs through magnifying glasses, or finding out about other cultures through dressing up in authentic costumes.
40. Staff provide a good range of activities where very effective links can be made to other areas of learning, for example, through investigating their face in a range of reflective materials and responding to portraits by Picasso. Effective use of computers throughout the day encourages the children to practise a range of skills, for example to use mouse skills to draw a character and keyboard skills to write the character's name. When being taught specific ICT skills in the library, progress is lessened because the children do not have access to computers themselves.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- There is continuous access to activities in the outdoor area.

### Commentary

41. By the end of the Reception Year almost all children are likely to be working at levels slightly above expectations for their age, representing good achievement since joining the school. A significant factor in the good progress children make is the improved regular, planned use of the outdoors with activities that encourage children to practise skills such as balancing and skipping. These they greatly enjoy. Staff teach specific skills well, such as pencil control and cutting, with children showing high levels of persistence even when tasks are challenging. Highly structured teaching in the hall helps children gain safe control of their physical skills. However, the hall environment restricts creativity, with classrooms leading off, poor acoustics and too much furniture storage.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- Stimulating activities promote children's creative development and they achieve very well.

- There is insufficient intervention by adults in role-play activities.

### **Commentary**

42. Children achieve very well and are likely to exceed the early learning goals as a result of very good teaching. This represents very good improvement since the last inspection. Teachers plan stimulating activities to promote children's creative development. They provide very good opportunities to explore colour, texture and shape so that the children make interesting portraits, for example, in response to seeing examples by Gauguin. The artwork overall is especially stimulating and of the highest standard. Staff encourage children to repeat rhythms through circle games and sing songs from memory while beating a rhythm at the same time. Role-play areas are established, but with insufficient intervention by adults there are missed opportunities to develop children's imaginative play over time.

## **SUBJECTS IN KEY STAGES 1**

### **ENGLISH AND FRENCH**

#### **English**

The provision in English is **good** with some very good features.

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

- Pupils achieve well and standards in reading and writing are above average by the time they leave the school. Standards in speaking and listening are well above average.
- Teaching is consistently good in all classes; teachers have high expectations for all pupils.
- Pupils with special educational needs and those with English as an additional language make very good progress.
- The leadership of the subject is very good.
- The tracking, monitoring and target setting procedures in all areas of English are very good.

### **Commentary**

43. Results have risen steadily since the last inspection, with the school's results rising faster than the national average. Boys and girls generally perform equally well, as do pupils from minority ethnic groups. In the 2003 national tests, standards were above average in reading and well above in writing. All but four pupils reached Level 2 in reading and writing, a significant achievement given the number of pupils with learning needs in the year group. More than three-quarters of pupils reached the expected level. A third attained the higher Level 3 in reading and a fifth in writing, both being above national averages.
44. Inspectors confirm that standards in reading and writing for the current Year 2 pupils are above national expectations and that the pupils are achieving well. Almost all are set to achieve Level 2, including most of those with special educational needs. An above average proportion of pupils are in line to attain Level 3. This reflects the consistently good teaching and effective planning evident in all classes.
45. Teachers have high expectations of the pupils and the 'sky's the limit' philosophy that permeates the school motivates pupils well, especially in writing. The vast majority of pupils are able to write in a cursive style by Year 2. Teachers use a good range of strategies to encourage the enjoyment of writing, including the use of drama, with hot seating, role-play and puppets being positive features of a number of lessons observed. The school follows the National Literacy Strategy framework very closely and daily lessons are now firmly in place.
46. The wide range of fiction books and the use of a home/school reading diary enable pupils to make good progress in reading. All classes have a library of fiction and non-fiction books and

a number of classes have set out reading corners attractively to encourage pupils to read. An extra-curricular book club, run by the deputy headteacher, a general enthusiasm for books and 'authorship' in Years 1 and 2 encourage pupils to value books and to take them seriously. The school library, however, is less effective, in terms of accommodation and the lack of a lending system.

47. Pupils develop very good speaking and listening skills, a strength of the provision. Teachers employ a wide range of positive strategies aimed at developing pupils' listening skills and on occasions where pupils were required to listen for lengthy periods they generally demonstrated their ability to do so. The range of positive and inclusive questioning techniques employed encourages good speaking and listening. Pupils' contributions are highly valued and constant praise and encouragement urges pupils to put forward their thoughts and ideas without any fear of failure.
48. The achievement of pupils with special educational needs is a particular strength of the school and funding dedicated to creating an additional class during literacy lessons in both Years 1 and 2 has a very positive impact upon the progress of these pupils. In the class situation, teaching assistants have a positive impact upon the standards achieved by the pupils. Pupils with English as an additional language achieve very well, particularly when withdrawn for specialist literacy support.
49. The leadership of English is very good. Carefully targeted resources enable teachers to teach to the best of their ability. Very thorough target setting, tracking and monitoring systems are firmly embedded and provide the subject co-ordinator with a clear picture of the strengths and weaknesses of provision. Priorities for improvement are clearly set out, along with clear strategies to bring about that improvement.

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

50. The use of language and literacy across the curriculum is good overall. There are very good opportunities for pupils to use their speaking and listening skills in all subjects. The opportunities for extended cross-curricular writing have improved since the last inspection. However, such opportunities are not currently structured into medium term planning and this limits a systematic approach to further improving standards. Some effective modelling of writing by teachers through the use of ICT was observed in several lessons. However, the pupils do not have sufficient opportunities to use computers to support their literacy work.

### **French**

51. French is taught orally to Year 2 Pupils through weekly 15-minute sessions. Three lessons were observed during the inspection but without any recorded work it is not possible to make a judgement on the quality of teaching or learning. Teachers show an appropriate command of the language and time is used effectively. Discussions show that the subject is systematically planned, capitalising on support and expertise from the secondary school. Pupils acquire a basic vocabulary; for example they can count to 12 and reply to simple questions posed by the teacher such as 'how are you?' The lesson provides good enrichment to the curriculum.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards have improved significantly since the last inspection and are now above average.
- Consistently good teaching and detailed planning ensure the pupils make good progress.
- Pupils with special needs and higher attaining pupils make very good progress.

- The arrangements for target setting, assessment and tracking the pupils' performance are very effective.
- The headteacher and the subject co-ordinator, working very effectively together, thoroughly monitor the teaching and learning.
- The use of ICT is underdeveloped.

### **Commentary**

52. Standards attained by the pupils at the end of Year 2 are above average. They have been rising steadily since the last inspection. In the 2003 national tests all but two pupils reached Level 2, a significant achievement given the number of pupils in the year group with special educational needs. Over three-quarters reached the nationally expected level and 40 per cent, well above the percentage nationally, reached the higher level, Level 3. Boys performed slightly better than girls although over the past four years there is little difference in performance. Pupils from minority ethnic groups performed as well as their peers.
53. Pupils currently in Year 2 are also on course to attain above average standards. In all classes a good proportion of the pupils are working at a high level for their age. They display confidence when undertaking mental calculations. They are able to accurately extract and interpret data from simple tables and lists, can classify three-dimensional and two-dimensional shapes and are learning to use different approaches when solving problems.
54. Detailed planning ensures that the needs of pupils of varying capabilities are well catered for in lessons. Consequently the needs of pupils with special educational needs are very well covered in lessons. Those who are at present unlikely to reach Level 2 attend a lunchtime mathematics club each week in order to provide them with additional support. In lessons they are regularly targeted for focused support from either a teaching assistant or the class teacher.
55. The teaching is consistently good in all classes. Planning is meticulous and followed by all teachers. In almost all lessons the pupils are divided into four ability groups for the main activity. Teachers and their assistants rotate between the four groups each week thereby ensuring that all have periods of focused support. This system works very well and is a significant factor in the progress the pupils make, particularly ensuring that the most able pupils make very good progress. However, there are drawbacks. For example, the pupils using ICT to support their learning are seldom supported or monitored and therefore do not always use the programs well or work as hard as they should.
56. A key feature of almost all teaching is the constant use of praise in order to raise the pupils' self-esteem and to help them develop confidence in their mathematical abilities. Most lessons move at a brisk pace and teachers have developed the skill of differentiating their questioning so that more able pupils are required to answer the most challenging questions. Explanations are carefully given and at the end of the lesson teachers check that pupils have understood the task. However, there are seldom challenges given to the pupils in order to capture their enthusiasm as to how much work they can successfully complete within a set time.
57. The leadership and management of mathematics are very good. Challenging targets are set for every pupil by the deputy headteacher, based on their performance over the previous year. Teachers provide written weekly information about pupils' progress to the headteacher and the subject co-ordinator monitors assessments in order to further track the pupils' progress. Nothing is left to chance. Resources are very good and well used and teachers who identify professional needs are provided with additional support or training.

### **Mathematics across the curriculum**

58. There are appropriate opportunities for pupils to undertake mathematics as part of their work in other subjects. For example, they undertake measurements in design and technology and

sometimes use graphs and tables to record data in science. The mathematics club provides a very good opportunity for pupils who find number work and basic calculations difficult.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and standards are above average by the time pupils leave the school.
- The teaching is consistently good, with very good emphasis on the use of specific technical language.
- There are insufficient opportunities for pupils to plan their own investigations.
- There has been good improvement in the provision for science since the last inspection.
- The higher attaining pupils are not always sufficiently challenged by the work they are expected to complete.
- Too little use is made of ICT to support work in science.

### **Commentary**

59. Standards in science are above average by the end of Year 2. In the national tests in 2003 almost all pupils reached the expected level; this is better than in most schools. The number of pupils reaching the higher Level 3 was similar to that seen in most other schools. Inspection evidence indicates that an above average number of Year 2 pupils are set to attain both the expected level and the higher level this year. Since these pupils entered Year 1 with an average understanding of the world around them the vast majority are achieving well in relation to their prior attainment. Pupils with special educational needs achieve particularly well.
60. In the lessons seen during the inspection the teaching was consistently good. The teachers' subject knowledge was secure, planning was clearly focused and there was a good range of resources to support learning. There was very good emphasis on the correct use of scientific vocabulary. The pupils were encouraged to work collaboratively which promoted much interest and enthusiasm. In both year groups there are good opportunities for pupils to carry out experiments and learn through practical activities and by the end of Year 2 all pupils are able to carry out an investigation and compare their results with the predictions they have made. However, there are insufficient opportunities for pupils to plan their own investigations.
61. There has been good improvement since the last inspection. This includes:
- Good improvement in standards by the end of Year 2.
  - Good improvement in the quality of teaching, with pupils now achieving well over time.
  - A comprehensive rolling programme of topics has been introduced, which ensures all elements of the subject are taught in sufficient depth.
  - Learning objectives are clearly stated in planning and shared with the pupils in lessons.
  - Regular assessments of attainment which are linked to the topics taught.
  - The time allocated to teaching science now meets recommendations.
62. The subject co-ordinators are effective in planning the lessons for each unit of work, which ensure that the pupils acquire similar scientific knowledge, skills and understanding irrespective of class. There is also consistency between the classes in the variety of ways in which pupils are able to record their work. However, planning does not always include sufficient challenge for the higher-attaining pupils and the pupils' books show that they all generally complete the same task. The tracking of pupils' progress is not yet part of current practice. There is insufficient use of ICT to support learning in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **unsatisfactory** overall.

### **Main strengths and weaknesses**

- Achievement is unsatisfactory and standards are below expectations overall.
- There is insufficient time to fully cover all aspects of the curriculum.
- During ICT lessons, pupils do not have access to computers to enable them to practise the skills being taught.
- There has been good improvement in staff expertise and resources since the last inspection.
- The subject co-ordinator is knowledgeable and provides very good support, although her role in monitoring the quality of teaching is not yet sufficiently established.
- ICT is not sufficiently monitored by teachers when used to support learning in other subjects.

### **Commentary**

63. Overall, by the end of Year 2, pupils' ICT skills are below average and all groups of pupils are underachieving. In some aspects of ICT the pupils do meet expectations and achieve appropriately, such as in word processing skills and in the use of graphics programs to create pictures. However, in discussions with Year 2 pupils it is apparent that there are gaps in their knowledge; for example they show insufficient understanding of how to present and use information in tables. Similarly, very few pupils could load, save and retrieve work without considerable support. In part this is because there is insufficient time to cover the curriculum in sufficient depth. There is very little printed evidence and whilst the pupils have individual disks these contain too few files.
64. In the lessons seen the teaching was satisfactory overall. The teachers' specialist knowledge was secure and they gave clear explanations and demonstrations. However, most teaching takes place in the library, using the data projector as a teaching tool. This is problematic since there are no pupils' computers in the room and the pupils can only watch and listen to the teacher. There is minimal opportunity for pupils to emulate the teacher's actions or refine the skills being taught at the time. As a result they start to get restless and lose concentration. Even in the two classrooms with interactive whiteboards the computers remain unused. This limits the progress that the pupils are able to make and, despite sound teaching, learning is insufficient overall. Whilst the pupils are given opportunities during the week to practise the taught skills, they often need more support than the teacher is able to provide.
65. The school has made satisfactory improvement since the last inspection, given the significant advances in the subject since that time and the greater expectations of pupils' knowledge and skills. For example, subject leadership remains strong and staff expertise and confidence have increased through training. Resources for the subject are much improved. There are now three computers to each class, networked across the school. Where interactive whiteboards have been installed the teachers act as good role models by making good use of ICT as a teaching tool. The subject co-ordinator has produced lesson plans for all year groups and is on target with actions specified in the comprehensive development plan. She is aware of the deficiencies in the current provision for ICT. Whilst there are end-of-unit assessments made of the pupils' progress the co-ordinator has not yet had the opportunity to verify these assessments with the pupils or to monitor teaching in other classes. The long-term plan identifies the benefits of a learning centre, housing a number of computers. This can only be realised when the accommodation becomes available, at the earliest next year.

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

66. Pupils have appropriate opportunities to use ICT across the curriculum, with activities supporting what is being taught in lessons. However, in a number of lessons observed the pupils had to wait several minutes for assistance and therefore made limited headway in their



learning. Similarly, they were not always clear about what they were expected to achieve in the time.

## HUMANITIES

### Religious education

Provision in religious education is **good**.

#### Main strengths and weaknesses

- Standards in religious education are above average and the pupils achieve well.
- Planning does not take sufficient account of the higher attaining pupils.
- Pupils' writing skills are developed well through the subject.

#### Commentary

67. Pupils are attaining standards above the expectations of the locally agreed syllabus for pupils aged seven. They achieve well over time. Their writing skills are also enhanced through the planned provision. These represent improvements on the findings of the previous inspection. As they move through the school pupils acquire a growing understanding of Christianity and can make comparisons to other major world faiths, such as looking at similarities and differences between Christmas, Hanukkah and Diwali.
68. It was only possible to observe one lesson during the inspection. However, the pupils' work shows that teachers generally have high expectations of what the pupils can achieve. In the lesson observed the pupils were able to ask and answer sensitive questions in response to a story about The Passover. Teachers plan a broad, balanced programme, enhanced by a good range of visits and visitors and good resources. However, planning takes insufficient account of providing challenge for the higher attaining pupils who complete similar work to their peers.
69. Subject leadership is good and staff are well supported. The co-ordinator has focused on raising standards by working alongside the LEA advisor to improve and extend the range of resources, including greater use of ICT. She has established an exemplary portfolio of evidence of the standards achieved by pupils.

### History and Geography

70. In humanities work was sampled in **history** and **geography**. Only one lesson was seen in geography and no history was taught during the inspection. It is therefore not possible to form a judgement about the quality of teaching and learning or the overall provision in either subject.
71. From work seen in geography and through talking to pupils in Year 2 it is clear that pupils attain above average standards and achieve well over time. This is an improvement since the last inspection. The pupils' books show a good coverage of the geography curriculum and teachers plan exciting approaches and use good resources to bring lessons to life. In the one lesson seen the work was well linked to previous learning. Here, good modelling of questioning by the teacher supported pupils in posing their own questions about a new country to be studied.
72. In history, from the limited evidence in pupils' books, it is not possible to make a judgement about overall standards, although the indications are that standards are broadly average. It is also not possible to make a judgement about pupils' achievement over time. However, it is apparent that insufficient time is being allowed to cover the history curriculum in sufficient depth.

73. In both subjects a good range of visits locally and to places of historic interest provides an interesting insight into the topics being studied. As a result pupils are enthusiastic learners, developing good skills of enquiry. For example, through comparing and contrasting their home environment with the island of St Lucia the pupils understand the impact climate can have on our daily lives. Planning and pupils' work indicates that all pupils in a class generally complete the same type of work in both subjects, leading to some missed opportunities for extending the higher attaining pupils.

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

### **Art and design**

Provision in art and design is **very good**.

### **Main strengths and weaknesses**

- A very good scheme of work ensures that all pupils progressively develop their artistic skills across a wide range of media.
- By the end of Year 2 standards are well above average and pupils achieve very well.
- Pupils produce lively, stimulating work often informed by their observations of a comprehensive range of artists.

### **Commentary**

74. Art and design was a strength in the last inspection where standards were considered to be very high. This remains the case. The quality of the pupils' work, on display and in their sketchbooks, is often very stimulating and delightfully executed.
75. Pupils are provided with very good opportunities to develop their skills in a wide range of media using a variety of techniques. Skills are developed systematically. For example, from the time they start at the school the pupils are encouraged to develop their abilities to mix colours through the careful selection of colours provided for them. A wide range of materials are provided for drawing and the teaching of observational drawing is given a high priority in almost all projects. As a result by the time they leave many pupils draw with confidence and flair.
76. Key to the high quality provision is the very detailed scheme of work developed over many years by the experienced subject co-ordinator. She is very effective, providing very good support to teachers who lack confidence, ensuring all projects are very well resourced and co-ordinating the displays so that many pupils frequently have their artwork displayed around the school.
77. Four art lessons were observed. In all, teachers made effective use of the very good resources provided, set the pupils challenging tasks and worked efficiently with their teaching assistant to ensure the pupils received good quality support. However, in all lessons teachers worked with four groups of pupils undertaking a variety of tasks. Whilst this was appropriate in some lessons in others teachers would have benefited from taking risks and arranging pupils in other ways so as to provide more effective support.

## Design and technology

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

### Main strengths and weaknesses

- Standards have improved very significantly since the last inspection.
- There is a very detailed scheme of work. This is closely followed by all staff and ensures that the pupils develop their skills fully in all aspects of designing and making.
- Standards are well above average by the end of Year 2 and pupils achieve very well over time.
- Pupils produce high quality work which is well displayed in all classrooms.

### Commentary

78. Although only one design and technology lesson was observed it is clear from scrutiny of the wide range of work on display that standards have risen very significantly since the last inspection. They are now well above average by the end of Year 2, with pupils achieving very well over time. In both Years 1 and 2, pupils now undertake a design project each term. These are completed to a very high standard. For example, pupils in Year 2 have designed and made a T-shirt for their teddy bear on the theme of a tropical forest. They have also made musical instruments out of card, strings, beads, etc. In Year 1 they have made houses out of card and other materials as part of a wider project on housing. Photographic evidence submitted demonstrates that pupils also undertake interesting cooking projects.
79. The final products in both year groups are well made, carefully completed and very well displayed. In all projects, before they start making, the pupils draw very careful designs and experiment with a range of materials and processes. On completion they carefully evaluate their work. All stages of the design and make process are completed to the same high standard. As a result the pupils are making very good progress in developing their understanding of the design process and rapidly gaining in confidence when working with a variety of materials.
80. The reason for the very rapid improvement in standards since the last inspection is primarily because the very effective subject co-ordinator has worked hard to develop a scheme of work that is of a high quality and provides teachers with the support and guidance they require. All projects are very well resourced and teachers make good use of them. As a result teachers are now confident to teach the full range of design and technology projects.

### Music

81. Few lessons were observed in music and therefore no judgements are made about overall provision. However, from the evidence presented, achievement in music is good and standards are above expectations by the end of Year 2. The pupils develop positive attitudes and clearly enjoy the musical experiences provided for them. Good graphic notation scores have been completed in Year 2 and there are good links with design and technology through the designing, making and appraising of pupils' own musical instruments. Pupils sing tunefully and with enthusiasm in assemblies.
82. It is clear from talking to pupils and from portfolio evidence that a good range of music is regularly taught and that the pupils receive the full range of musical elements during the two years. Music is used creatively to support learning in drama, dance and story telling across the school. There are no extra-curricular clubs in music. However, the school takes part in the annual Brighton Festival and a range of visiting musicians, including ex-pupils, provide additional musical experiences for all pupils. Similarly, the school provides appropriate opportunities for peripatetic violin lessons, although these are at a cost.

83. The co-ordinator monitors teaching and learning and has put much effort into addressing the issue of teachers' lack of confidence in teaching music, highlighted in the previous inspection. Clear planning, together with a good range of carefully chosen resources, ensures that the full curriculum is taught.

### **Physical education**

Provision in physical education is **satisfactory**, with good provision in swimming.

### **Main strengths and weaknesses**

- The provision for swimming is good; almost all children can swim before they leave the school.
- The accommodation does not support the teaching of physical education sufficiently well.

### **Commentary**

84. The quality of teaching in physical education is sound and pupils learn appropriate skills. By the end of Year 2 almost all pupils achieve the expected standards. There is good provision for swimming, the result of sharing a covered swimming pool with the junior school. A swimming teacher is employed for Year 2 pupils and almost every child can swim before they leave the infant school.
85. Although evidence was limited during the inspection it is clear, from photographic evidence and from talking to pupils, that a good range of gymnastics, dance and games is provided. Inspectors saw evidence of invasion games, individual skills teaching, gymnastics, competitive sports, tennis, dance and large apparatus work. In the absence of any grassed areas the school makes good use a local park for games and sports day. Although the school's policy clearly states that children should change into shorts, T-shirts and plimsolls for outdoor activities, in the one outdoor lesson observed only four pupils had done so. In one lesson observed only four pupils changed into outdoor PE kit whilst the remainder undertook some quite strenuous physical activity in their normal clothes and shoes.
86. Indoor lessons take place in the hall, an appropriately sized area. However, there is intrusive and potentially dangerous, furniture around the outside of the hall. In addition PE must be taught relatively quietly so not to disturb the classes that border onto the hall. The quality and quantity of resources are good, with improved storage arrangements since the last inspection.

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

No judgements are made about overall provision. However, it is clear that the school pays much attention to ensuring that the pupils' personal development impacts favourably on learning. Staff provide much informal support and guidance which help the pupils to feel good about themselves so that they become confident learners. The school involves many visitors, such as representatives from the emergency services to talk to the pupils about keeping safe and other topics. A good programme of activities in science and 'circle time' discussions help the pupils develop a healthy life style, gain confidence and interact with others. The school council provides the pupils with opportunities at an early age to see democracy at first hand.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	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	3
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	4
The leadership of the headteacher	2
The leadership of other key staff	3
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).*