

# **INSPECTION REPORT**

## **WESTACRE INFANT SCHOOL**

Finchfield, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104312

Headteacher: Mrs J P Mapp

Lead inspector: Alison M Cartlidge

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> January 2004

Inspection number: 258364

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:	284
School address:	Finchfield Hill Finchfield Wolverhampton West Midlands
Postcode:	WV3 9EP
Telephone number:	(01902) 558 532
Fax number:	(01902) 558 534
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Hawkins
Date of previous inspection:	July 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a popular school situated in Finchfield, Wolverhampton. Pupils come from mostly favourable home backgrounds and there is a broad ethnic mix, including pupils from White British, Asian, Asian British or mixed-race heritage. Most children attend the Nursery class before joining one of the Reception classes in the September or January before their fifth birthday. Attainment on entry to the school is above average. There are 222 pupils on roll, with a further 62 children attending the Nursery part-time. Pupils are taught in seven classes of pupils of the same age and one mixed class of Year 1 and Year 2 pupils. Eight per cent of pupils have English as an additional language, though none is at an early stage of English language acquisition. The number of pupils who have been identified as having special educational needs is well below average and no pupils have a statement of special educational needs. Most pupils with special educational needs have learning difficulties. The number of pupils taking free school meals is below average and there is fairly low mobility in the area. The school received a Schools Achievement Award in 2002 and has Beacon status.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23609	Alison M Cartlidge	Lead inspector	Mathematics, Art and design, Design and technology, Music, Physical education.
9545	Kevin Greateorex	Lay inspector	
203239	Mike Capper	Team inspector	Foundation Stage, Science, Information and communication technology, Personal, Social and Health Education and citizenship, English as an additional language.
28686	Liz Walker	Team inspector	English, Geography, History, Religious education, Special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Standards are well above average by the end of Year 2 in English, mathematics and science and all pupils achieve well. Teaching is good overall, and the enthusiasm of pupils has a very positive impact on their learning. The headteacher and other members of staff have high aspirations for the pupils and provide high quality support for their individual needs. The school has a large under-spend and provides sound value for money.

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

- Pupils achieve well in English, mathematics, science and history.
- Children in the Nursery and Reception classes achieve very well in personal, social and emotional development, and well in communication, language and literacy, mathematical development, and knowledge and understanding of the world.
- Pupils' attitudes, behaviour and relationships are very good.
- The headteacher and other members of staff are successful in providing a caring and stimulating school where pupils are eager to learn.
- Provision in information and communication technology (ICT) is unsatisfactory.
- The curriculum for children in the Nursery and Reception classes provides insufficient opportunity to work outside.
- Parents are very supportive of the work of the school.
- Teachers do not make enough use of marking and target-setting to help pupils understand how they can improve.

The school has been successful in maintaining its overall effectiveness from the time of the last inspection. Very good attainment has been maintained in English, mathematics and science and attainment has risen in history. Pupils do not achieve as well in ICT. Leadership and teaching continue to be good, and pupils' attitudes and behaviour have improved further. The recommendation from the last inspection to improve assessment procedures has not been fully implemented.

### STANDARDS ACHIEVED

**Pupils achieve well throughout the school.** Children in the Nursery and Reception classes are on target to exceed the goals children are expected to reach by the end of the Reception year in personal, social and emotional development, communication, language and literacy, mathematical development, and knowledge and understanding of the world. They are on target to achieve the goals set in creative and physical development.

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

*Key: A\* - very high; 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.*

By the end of Year 2, inspection findings agree that attainment in reading, writing, maths and science is well above average. In 2001 and 2003, attainment in reading was in the top five per cent nationally. The number of pupils achieving the higher level (Level 3) is well above average in reading and mathematics and above

average in writing. The school's test results over the last few years have been rising faster than the national trend. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well. There are no significant differences in the attainment of girls and boys or pupils from different ethnic background.

**Pupils' personal development is very good and their spiritual, moral, social and cultural development is good overall.** Rates of attendance are well above average and punctuality is very good. Pupils have very positive attitudes towards school and behave very well. There are very good opportunities for cultural development.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good overall.** Teachers have very high expectations for behaviour and provide good encouragement and challenging work, enabling pupils to learn successfully. Nursery nurses make a good contribution to pupils' learning. The curriculum is satisfactory overall, with strengths in literacy and numeracy. The care, guidance and support for pupils are good, helping them to become happy and confident individuals. Accommodation is attractive and well maintained. The school has good links with parents, the community and other schools and this has a positive impact on pupils' learning. Resources for ICT are unsatisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher and senior members of staff provide good leadership and are committed to maintaining high standards in English, mathematics and science. Satisfactory management enables the school to run smoothly, though greater use should be made of information collected by monitoring. Governance is satisfactory, with governors ensuring that statutory requirements are fully met and taking a keen interest in developing their responsibilities.

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

**Parents and pupils have very positive views about the school.** Parents are especially pleased with the way the school is led and managed and that their children are happy at school, behave well and make good progress. The inspection team agrees with parents that information on pupils' progress is limited. Pupils find members of staff to be approachable. They know that they are expected to work hard, though they do not all feel that they are shown how to improve their work.

## **IMPROVEMENTS NEEDED**

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

- Ensure that pupils are given the opportunity to develop ICT skills at an appropriate rate.
- Provide sufficient opportunity for children in the Nursery and Reception classes to work outside.
- Make more effective use of marking and target-setting to help pupils and their parents understand how work can be improved.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Attainment in reading, writing, mathematics and science is **very good** by the end of Year 2 and all pupils, including those with special educational needs and those for whom English is an additional language, achieve well throughout the school. There are no significant differences in the attainment of girls and boys, or between pupils from different backgrounds.

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

- Children in the Nursery and Reception classes achieve well.
- Achievement is good in writing, mathematics, science and history, and very good in reading.
- Pupils do not achieve well enough in ICT.

#### **Commentary**

1. Children achieve well in the Nursery and Reception classes and are on target to exceed the early learning goals by the end of the Reception year in communication, language and literacy, mathematical development, and knowledge and understanding of the world. Their personal, social and emotional development is very much higher than expected for their ages. Children are on target to reach the early learning goals in creative and physical development. Achievement in creative development is best in the Nursery, where children are given many opportunities to develop their ideas through 'free choice' activities. Children make good progress during physical development lessons, but the lack of designated outdoor areas limits opportunities to work on a large scale and for children to learn at their own pace by exploring, experimenting and refining their actions. Good achievement has been maintained since the time of the last inspection with attainment in personal, social and emotional development having improved.
2. In the National Curriculum test results in 2003, pupils' attainment was well above average in writing and mathematics and in the top five per cent nationally in reading when compared with all schools. When compared with similar schools, pupils' attainment was well above average in reading and mathematics and above average in writing, including at the higher than expected level (Level 3). Teachers' assessments show that attainment in science is also well above average overall. Inspection findings confirm these test results, though there are fewer higher-attaining pupils in the current Year 2 than in 2003. The school's test results have been rising above the national trend over the last few years and attainment has been successfully maintained since the time of the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well given their prior attainment, and their different needs are generally met well in lessons. Pupils' achievement is very good in reading, where there is a significant amount of additional individual support for all pupils. Pupils achieve well in history and this is an improvement since the time of the last inspection. Good teaching and pupils' very positive attitudes towards learning have a significant impact on their achievement in these subjects. Ninety-seven per cent of parents are pleased with the progress their children make, especially in reading and mathematics.

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

Standards in:	School results	National results
reading	18.5 (18.4)	15.7 (15.8)
writing	16.4 (15.3)	14.6 (14.4)
mathematics	18.1 (17.4)	16.3 (16.5)

*There were 75 pupils in the year group. Figures in brackets are for the previous year.*

3. Pupils' competence in ICT is satisfactory overall. However, they make insufficient progress in developing ICT skills because few lessons are devoted to teaching specific skills and pupils have limited opportunity to use these skills in different contexts. When ICT is used to support learning in other subjects the same basic skills are used so that pupils do not achieve as well as they should. Achievement in ICT is not as good as at the time of the last inspection when it was satisfactory. Pupils often repeat and consolidate previously learnt skills rather than developing new ones.

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

Pupils' personal development, including their attitudes, values and behaviour, are **very good**. Provision for pupils' spiritual, moral, social and cultural development is good overall. Rates of attendance are well above average and punctuality is very good.

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

- Pupils are very happy to come to school. They are hardworking and very eager to learn.
- Pupils' personal, social and emotional development is very good particularly in the Nursery and in the Reception Year.
- Behaviour in lessons and around the school is very good.
- Cultural development is very good, with very broad opportunities for pupils to learn about their own and other cultures.
- Pupils throughout the school form very good relationships with each other and with adults.
- Very good attendance and punctuality ensure that lessons start promptly.

#### **Commentary**

4. Pupils' attitudes and values have improved since the last inspection and are now very good. As children enter the school in the Nursery, they become immediately involved in the interesting activities provided. They are eased successfully into the class routines and quickly accept the high expectations for behaviour. From the start, they come to school happily and are eager, confident and ready to learn. They are prepared to work hard and participate fully in all activities. They show good levels of independence and persevere well with their tasks. This early enthusiasm is encouraged and continues throughout the school.
5. Behaviour throughout the school has improved since the last inspection and is now very good. Pupils rise to the challenge of high expectations set by the school, and as a result, their behaviour in lessons is very good even on the few occasions when lessons are less stimulating. When they come to school, in assemblies, in the dining hall, on the playground and even in the closely-confined cloakroom areas, pupils consistently achieve very high levels of orderly behaviour. There have been no incidents of exclusion from the school in the recent past.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	104	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	28	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	1	0	0

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

6. Since the last inspection, the school has worked hard to improve the provision for the pupils' cultural development, with very good results. There are now many more opportunities for pupils to learn about their own and other cultures. The educational visits to museums, churches and temples all further their cultural development very well. Pupils respect the views of others and understand the importance of traditions and festivals of other religions. Pupils regularly support fund-raising for charities. Spiritual, moral and social development have been maintained well since the time of the last inspection and continue to be good.
7. Relationships have been developed throughout the school since the last inspection and are now very good. The warm and caring attitude of the headteacher and other members of staff provides a good example, and all pupils show mutual respect and trust. From the earliest time in the Nursery, all pupils constantly demonstrate a willingness to help each other and share resources. They work co-operatively and collaboratively together.
8. Attendance is well above the national average and is very good. Virtually all pupils are punctual and many arrive early, enabling the school to make a prompt and efficient start to the school day. Parents are very good at ensuring their children attend school regularly.

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

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.4
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality** of education for all its pupils. Teaching and learning are good and procedures for assessing pupils' knowledge and understanding are satisfactory. The curriculum is suitably broad and balanced, although there are too few opportunities for children in the Nursery and Reception classes to work outside. The school cares for its pupils well and strong links with the school, parents and the local community have a positive impact on pupils' learning.

### Teaching and learning

Teaching is **good** overall and pupils learn well throughout the school. There are satisfactory assessment procedures overall.

### Main strengths and weaknesses

- Teachers have very good relationships with the pupils and manage behaviour very effectively.
- In the Nursery, there is a very good balance between adult-led and child-initiated learning.
- Nursery nurses and teaching assistants give good support to pupils throughout the school.
- There is a good level of challenge in many lessons, but this is not consistent across the school or subjects.
- Teachers in Years 1 and 2 are good at sharing with pupils what they are expected to learn at the start of lessons but do not make enough use of marking and target-setting to help them understand how to improve their work.

### Commentary

#### *Summary of teaching observed during the inspection in 36 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	10 (28%)	11 (30%)	14 (39%)	1 (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.*

9. As at the time of the last inspection, good teaching is a key factor in enabling pupils to achieve well. Parents and pupils are very pleased with the quality of teaching across the school.
10. Throughout the school, the management of behaviour is very good, with little time being wasted in lessons, resulting in a good pace to learning. Teachers build well on the very good attitudes of pupils, establishing very good relationships. As a result, pupils work very hard and are confident and secure at trying out new ideas and making suggestions during lessons.
11. Teaching and learning in the Nursery and Reception classes are good overall. In the Nursery, the teacher and Nursery nurse have a very good understanding of the needs of young children. There is a very good balance between group times which are led by an adult and free-choice activities where children are expected to work for themselves, choosing from a range of activities. These activities are very carefully planned, ensuring that every day provides new and interesting opportunities for learning. Children are constantly excited by what they are doing and learn quickly. Children are well prepared for when they move to the Reception classes where more formal teaching is effective in building on learning.
12. Throughout the school, experienced Nursery nurses support pupils well, especially in the Nursery and Reception classes where support is very good. They ensure that pupils with special educational needs and those for whom English is an additional language are fully integrated into activities, helping them to make good progress in developing basic skills.
13. Teaching is good overall in Years 1 and 2, with basic skills in literacy and numeracy being taught

effectively. Teachers prepare thoroughly for lessons and plan exciting activities, which hold the pupils' interest well. Teachers share with pupils the purpose of lessons and use end-of-lesson reviews effectively to assess learning. There are good levels of challenge in most lessons, although there are occasions when recorded work is not matched closely enough to need. This happens when all pupils complete the same piece of writing whatever their capability, limiting the progress of higher-attaining pupils. In the one unsatisfactory lesson, work was too difficult for pupils, and they did not make enough progress.

14. Assessment is satisfactory overall, with good assessment procedures in mathematics. However, in subjects such as art and design, music, physical education and design and technology, the school has not established a consistent approach as to how teachers should assess and record progress. In Years 1 and 2, teachers regularly mark work, but written comments are very generalised and do not help pupils understand what they have done well or where there are weaknesses. The school makes insufficient use of target-setting to help pupils understand how they could improve their work.

### **The curriculum**

The curriculum is **satisfactory** and carefully planned so that it promotes pupils' interest and eagerness to learn and work hard.

### **Main strengths and weaknesses**

- There is a well-planned indoor curriculum in the Nursery, though the outdoor provision for the Nursery and Reception children is not good enough.
- There is good use made of visits and visitors to motivate pupils and provide them with new and different opportunities to learn.
- The school is enhanced by the very good displays of pupils' work.
- The provision for literacy and numeracy is strong and there is very good use of literacy skills to support learning in other subjects.
- The curriculum ensures the needs of pupils with special educational needs and those for whom English is an additional language are met successfully.
- The resources for teaching ICT are inadequate.

### **Commentary**

15. The curriculum meets the statutory requirements, including those of the Locally Agreed Syllabus for religious education. Pupils are prepared well for the next stage in their education and curriculum provision is similar to that found at the time of the last inspection.
16. An interesting and varied indoor curriculum is provided for children in the Nursery. A very good balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. However, in both the Nursery and Reception classes, children do not have access to a secure outdoor area and there are too few opportunities for them to explore and extend their experiences by working outside.
17. A suitable range of varied and interesting experiences such as visiting local museums and places of interest, and sharing a range of specialist skills from visitors, especially in dance and music, all help to boost pupils' learning and enrich the curriculum the school offers. The school takes care to display pupils' work attractively, boosting self-esteem and encouraging hard work.
18. The curriculum emphasises English and mathematics and these subjects are well planned. Detailed and careful attention is given to ensuring that all the pupils are extended and challenged by their tasks, and pupils achieve well. Pupils' previous knowledge and learning are taken into account, enabling the curriculum to be planned successfully according to the needs of the different groups of pupils. Pupils

are given the opportunity to use their knowledge and skills to good effect in all other subjects. They respond eagerly to lessons and show interest and enthusiasm as effective learners.

19. Planning in subjects other than English and mathematics is satisfactory, though it does not always clearly identify expectations for different groups of pupils. Pupils in the mixed age class are provided for well and a two-year topic cycle ensures that pupils do not repeat work. Whilst religious education is taught well, the curriculum is constrained by the insufficient amount of time the subject is given on a weekly basis.
20. The provision for pupils with special educational needs is good, with specific support in English and mathematics being targeted effectively. Nursery nurses and teaching assistants provide pupils with good support towards reaching their individual targets, enabling them to achieve well.
21. The provision of teaching staff is satisfactory and a good number of well-qualified Nursery nurses provide good support in lessons. The school's resources are satisfactory for most areas of the curriculum. Computers are available in each classroom but there are not enough to develop pupils' skills in ICT. Pupils do not have adequate time or enough access to a computer to develop and extend a range of skills. Accommodation is good. A well-organised library, with a very good selection of books, is used on a regular basis by all pupils.

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

The school takes **good** care of the pupils' personal needs. It effectively promotes their welfare in a secure and caring environment. The school provides good support and guidance for pupils. Pupils are involved appropriately in the work of the school.

### **Main strengths and weaknesses**

- The school has very good induction procedures.
- The headteacher and other members of staff are good role models, know the pupils very well and are committed to supporting the pupils' development.
- Members of staff are consistently available to offer support and guidance to the pupils.
- There are some minor health and safety concerns.

### **Commentary**

22. The high quality induction procedures enable the children to feel comfortable from the moment that they first start school in the Nursery. The information provided by the school enables parents to be reassured and in turn to reassure their children. Many children started in the Nursery during the inspection and were made very welcome by members of staff and other children. A wide assortment of inviting activities encouraged all the new entrants to join in enthusiastically.
23. As at the time of the last inspection, the school provides good quality support and guidance and effectively promotes the welfare of the pupils. Members of staff know the children extremely well and are well equipped to offer support when it is needed. All members of staff counsel pupils well, offering high quality support to those most in need. Led by the headteacher, all members of staff set good examples of how to have trusting relationships, enabling the pupils to develop very good self-esteem. Pupils confirm that they know whom to approach if they have a problem and appreciate that their views are listened to.
24. Although most areas of health and safety are properly handled, there are two issues that cause concern. There is no fence to the school side of the Nursery to prevent the Nursery children from straying onto the main school area and the school pond is not fenced or covered.

## Partnership with parents, other schools and the community

The school has **good** links with parents, the community and other schools and these have a positive impact on pupils' learning.

### Main strengths and weaknesses

- Parents are very supportive of the school and their children's education.
- There are good links with the community and other schools.
- Information on pupils' progress is limited.

### Commentary

25. The partnership with parents has been maintained well since the last inspection and continues to have a positive effect on the children's learning and personal development. Parents responding to the questionnaire and those attending the meeting before the inspection were very supportive of the school and its work and believe that it has many strengths, including leadership and management, and the behaviour and progress of their children.
26. Parents are encouraged to become involved in the life of the school and many respond extremely positively at home and at school. They provide considerable help in the classroom, around the school and on educational visits. For example, parents and other adults support the school by constantly being available to hear pupils read, enabling pupils to make good progress. The parents' and teachers' association organises many fund-raising and social events in support of the school.
27. The school enjoys very positive partnerships with a wide range of people in the community such as dance and music groups and has established mutually beneficial friendships with other schools in its role as a beacon school. This venture has given the school additional resources which are used to good effect in developing the curriculum. The school values highly the support and contributions made by all parents and members of the community and these enhance the children's learning and development well.
28. The information pack for parents of new entrants and the school brochure give much good information, enabling them to support their children's learning at home. However, information about their children's progress is limited. Parents would appreciate a confidential meeting earlier in the school year, advising them about their children's progress. Annual reports do not always give clear information nor do they contain any targets or areas for improvement.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Leadership by the headteacher and senior members of staff is good and clearly focused on maintaining high standards in English, mathematics and science. Satisfactory management ensures that the school runs smoothly. Governance is satisfactory, with governors taking a keen interest in developing their responsibilities.

### Main strengths and weaknesses

- High aspirations for pupils' achievement and a clear sense of purpose are shared successfully by the headteacher and other members of staff.
- The headteacher provides high quality personal support for pupils and members of staff and has established a good ethos.
- Senior members of staff set a good example and help to develop effective teams, although some have too many responsibilities, limiting their effectiveness.
- The monitoring of teaching and learning lacks rigour, lead to a lack of consistency in provision.
- There are no clear plans for the large contingency fund.

## Commentary

29. The headteacher and senior members of staff provide good leadership and are strongly committed to maintaining high standards in English, mathematics and science. The school sets clear aims, showing high expectations for all aspects of the school's work. The senior management team has a realistic understanding of the overall effectiveness of the school and most of the school's strengths and weaknesses are understood and shared with the governing body. Members of staff all take part in reviewing the school's work and drawing up action plans for their subjects. However, not all these plans show clearly the expected impact on school performance. Good leadership has been maintained since the time of the last inspection and senior members of staff continue to inspire and encourage. Ninety-seven per cent of parents are happy with the way the school is led and managed and parents feel that the school is well organised.
30. The school is successful in its aim to provide a calm and happy workplace. The headteacher's relaxed and friendly manner instils confidence and motivates pupils and members of staff. Pupils of differing ability are valued and their successes are shared and praised. Very good relationships provide a supportive culture where pupils and members of staff are not afraid of making mistakes.
31. Senior members of staff set a good example in their own teaching and effective teams are established where all members of staff feel valued and supported. Responsibilities are clearly defined, although some senior members of staff have been given too many responsibilities, making it difficult for them to fulfil all their roles successfully. Newly appointed members of staff feel well supported and welcomed and the school does not find the retention and recruitment of staff to be a difficulty. The school benefits from its Beacon status by extending the professional development of members of staff by supporting other schools.
32. The management of the school is satisfactory. The headteacher and deputy headteacher monitor teaching and learning on a regular basis, often identifying appropriate areas for professional development. However, this monitoring is not always followed up in performance management objectives to help members of staff improve their work. The school is aware that subject co-ordinators, other than the deputy headteacher, have limited opportunity to monitor teaching and learning and time has been allocated for them to expand their roles. The lack of focused monitoring means that provision is not consistent across the school and the differing strengths of members of staff are not fully shared and weaknesses identified and rectified. There are no formal arrangements for governors to monitor the work of the school and there is little evidence of their challenging the school.
33. The day-to-day management of finances is efficient. However, a large contingency fund of twelve per cent has developed and plans for spending these funds are not firmly established.

## Financial information

### *Financial information for the year April 02 to March 03*

Income and expenditure (£)		Balances (£)	
Total income	763,365	Balance from previous year	85,727
Total expenditure	616,298	Balance carried forward to the next	147,067
Expenditure per pupil	2,125		

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

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

34. The school has maintained the good quality provision found at the time of the last inspection, with standards of attainment continuing to be good overall.
35. Teaching is good, with examples of very good teaching and the needs of children are met effectively. There are many key factors in the good quality of teaching and learning:
- Members of staff have very high expectations for work and behaviour.
  - Very experienced Nursery nurses give very good support to children.
  - Lessons are very well resourced, with members of staff working very hard to make classrooms attractive and stimulating to the children.
  - In the Nursery, members of staff have a very good understanding of the needs of young children and use a very good range of teaching methods. Children are well prepared for when they move to the Reception classes.
  - In the Reception class, a more formal approach to learning is effective in building on learning. Teachers support pupils well and plan work that takes good account of differing needs.
36. There is a satisfactory curriculum overall, though there are weaknesses in outdoor provision. The curriculum is carefully planned and takes appropriate account of the needs of all children, with a greater emphasis given to National Curriculum expectations in the Reception classes to reflect the good attainment of children. In the Nursery, a very good balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. However, in both the Nursery and Reception classes, children do not have access to a secure outdoor area. Although they are taken outside regularly and also have physical education lessons in the hall, this area of provision needs to be improved to develop their physical skills.
37. Children with special educational needs are very well supported by members of staff and make good progress.
38. The assessment of children's attainment and progress is satisfactory. Assessments are made when children start school, and this information is used appropriately to identify what individual children need to learn next. Teachers keep suitable records of children's progress and use this information to ensure that activities build on children's previous learning.

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

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

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

- In both the Nursery and Reception classes, members of staff have very high expectations of children's social and personal skills.
- Children get on very well together and are very supportive of each other's needs, especially when they are just starting school.

#### **Commentary**

39. There has been good progress in improving provision since the last inspection when some weaknesses were identified. When children start school, they already have well-developed personal and social skills. Very good teaching means that achievement is very good and children are on target to exceed

the expectations of the 'early learning goals' by the end of the Reception Year. Children get on very well together and are very kind and sociable. They work well in small groups, supporting each other effectively and celebrating each other's success with genuine happiness. Older children in the Nursery are expected to help new children and they are very successful at doing this, showing them where things are and helping them to understand the classroom routines.

40. Members of staff have very high expectations of how children should work together and good quality organisation means that children are encouraged to be independent. There is a good curriculum with children in the Nursery being expected to make their own choices about where they are going to work. They do this well, persevering at activities for lengthy periods. In the Reception classes, children work together well and they make very good progress in developing social skills.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's attainment is very good.
- There is a good curriculum.

### **Commentary**

41. The quality of teaching is good. Speaking and listening skills are taught very well. Members of staff place a high emphasis on helping children to become confident speakers, and this is effective. Children are given many opportunities to take part in discussions and to talk about what they are doing so that they become confident in talking to large or small groups as well as to individuals. Children with special educational needs are supported so that they make the same good progress as other children. In the Nursery, role-play is used effectively to help children make up and act out stories. However, this aspect of the curriculum is less well developed in the Reception classes.
42. Reading and writing skills are taught effectively. In the Nursery, children develop a positive attitude towards writing and are given suitable opportunities to improve their skills. They 'make marks' confidently for a range of purposes. For example, children make lists in the 'hardware store'. Supplies of paper, pens and pencils are readily available, and children use them willingly. As a result, they become confident about '*having a go*' at writing.
43. In the Reception classes, elements of the literacy hour are used appropriately to ensure that there is sufficient challenge for children of differing ability. The formal teaching of letter sounds and handwriting is effective, with children being given good opportunities to practise skills. Children show high levels of motivation and many are already able to use their knowledge of letter sounds to make simple words.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well in the Nursery and Reception classes.
- In the Nursery, there is a very good focus on learning through practical activities.
- In the Reception class, elements of the numeracy hour help to provide good challenge for pupils.

### **Commentary**

44. Good quality teaching means that children, including those with special educational needs, achieve well in this area of learning. Children are well motivated and interested. In the Nursery, activities are very practical with children given good opportunities to explore their own ideas and learn at their own pace. As well as having formal lessons where they are taught in a small group, children are able to choose from a range of activities each day which further develop mathematical knowledge.
45. In the Reception classes, teachers plan work that follows the recommendations of the numeracy strategy. This ensures that there is good challenge for children, with work building on the good start made in the Nursery. Careful planning means that the needs of all children are met because work is well matched to individual needs. Members of staff make good use of questioning to make sure that everyone has understood what has been taught. This means that the next lesson can be planned carefully on the basis of what children need to learn next.

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

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

### **Main strengths and weaknesses**

- Children achieve well, with attainment being above average.
- There is a rich and stimulating curriculum, which is carefully planned and meets the needs of all pupils very well.

### **Commentary**

46. Children's achievement is good and they develop a good range of skills and knowledge for their age. In the Reception classes, most children are on target to achieve the 'early learning goals' by the end of the year, with some already working at higher levels. They show good basic skills when using the computer. This is because teachers ensure that ICT is carefully integrated into every activity, meaning that children get good opportunities to practise and consolidate skills.
47. The quality of teaching is good. In both the Nursery and Reception classes, activities are carefully planned, and the practical focus in work means that learning is made purposeful and fun. Children are encouraged to explore new ideas and to explain to the teacher what they have found out. This was seen to good effect in an activity in the Nursery where children explored different materials. Children worked purposefully with an adult as they sorted materials, describing what each felt like. There was good challenge and the teacher ensured that children gave accurate and precise answers, expecting higher-attaining and older children to give more detailed responses.
48. In a very good lesson in a Reception class, children's knowledge about 'cold places' was significantly extended as they worked on a number of activities on the same theme. Two groups of children worked with adults as they explored the properties of ice, looking to see what happened when an ice-cube was put into warm water. Members of staff used questioning thoughtfully to encourage pupils to think about what they saw and encouraging them to think as 'scientists', giving reasons for their observations.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory overall**.

### Main strengths and weaknesses

- There is good teaching in physical education lessons, but the lack of a secure outdoor work area restricts progress.

### Commentary

49. Children develop a satisfactory range of physical skills. They are able to develop some skills by taking part in activities indoors such as threading beads, using construction kits and manipulating various small objects. However, their progress is not as good as in other areas of learning because there is no secure outside area and children have too few opportunities to develop physical skills through play. This has a negative impact on learning, especially for the small number of lower-attaining children, who have insufficient opportunities to work outside, developing their self-confidence and improving their co-ordination.
50. In the Nursery, the teacher works hard to overcome weaknesses in accommodation by time-tabling regular outdoor sessions, some of which involve the direct teaching of skills but others of which give children opportunities to learn at their own pace.
51. Children's learning is also enhanced by regularly timetabled physical education lessons. In a good lesson in the Nursery, the teacher made good use of resources such as ribbons to help children improve their co-ordination. Good links were made with numeracy work on shape and children worked purposefully with good levels of enjoyment.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory overall**.

### Main strengths and weaknesses

- There is a good curriculum in the Nursery with children acquiring skills at a good pace.

### Commentary

52. Children's attainment and achievement are satisfactory overall, with progress being best in the Nursery. Provision is better in the Nursery because children get more opportunity to experiment with and explore creative techniques throughout the school day. This means that children acquire new skills quickly, learning at their own pace, with good support given from members of staff when appropriate. During group times, children are taught a range of skills and use various techniques and materials.
53. In the Reception classes, creative skills are taught largely through specific art lessons, although teachers are also good at giving children opportunities to use art skills in other lessons. For example, in a lesson looking at 'cold places', children made models using various materials. In art and design lessons, the teaching is good, with lessons being well organised and children working at a good pace. However, children get too few opportunities to experiment freely with creative techniques at other times, meaning that progress is generally better in the Nursery.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **good**.

## Main strengths and weaknesses

- Standards in English are well above average by the end of Year 2 and all pupils achieve well.
- Teaching and learning are good across the school.
- Marking of pupils' work is not sufficiently detailed to enable pupils to recognise how they can improve their writing.
- The range of books in the school library and in the classrooms is very good. They are well-presented and kept in very good order so that pupils can make good progress in reading.
- Pupils have limited opportunity to use the library to extend research skills.

## Commentary

54. The good use of some of the national strategies in literacy, together with the school's own plans for the teaching of English, ensures that the pupils' learning is clearly developed. Improvement since the last inspection has been maintained and standards, by the time pupils are seven, are well above average in reading and above average in writing. The proportion of pupils reaching the higher level (Level 3) in reading by the end of Year 2 is also well above average. Pupils' day-to-day work reflects these high standards and shows that they achieve well. Pupils with special educational needs make good progress because they are well supported, encouraged to play a full and active part in all discussions and provided with appropriate independent tasks.
55. Pupils read very well because there is a very well planned and organised approach to the teaching of reading. The commitment of teachers, parents, and other adult helpers makes certain that pupils are heard to read very regularly at home and at school, and good information is recorded in the pupils' reading diaries. Pupils enjoy reading and demonstrate their enthusiasm by their obvious enjoyment of sharing books with each other and wanting to read at every opportunity. Pupils in Year 1 use the library on a regular basis and use illustrations, favourite authors and personal interest to help make choices. Whilst teachers encourage pupils to use the library, opportunities for teaching and using research skills are not well focused in Year 2. Opportunities for pupils to use information to promote independent learning are restricted and pupils' confidence in these areas is less well developed.
56. Lessons are well planned, motivating pupils to consider the needs of the reader when writing in a range of styles. Pupils use factual and imaginative words with accuracy and confidence. Whilst writing achievement is good and spelling and handwriting are taught well, older or more capable pupils are not given sufficient guidance through teachers' marking about how to improve their work, correct simple spelling errors or improve handwriting.
57. Pupils are confident speakers with wide vocabularies and teachers ask challenging questions that promote intense discussions so that pupils are constantly widening their horizons, absorbing new facts, recognising new skills and using them all in the right context. Throughout the school, teachers value pupils' writing, and displays of work in a variety of subjects encourage pupils to try hard and appreciate each other's efforts.
58. The quality of teaching is good, with some very good features. Teachers direct challenging and well-focused questions to individual children according to their capabilities. Group work and activities are well planned for different ability groups and are at the right levels to challenge and extend their learning. ICT is not used to best effect. The limited number of computers in each class prevents pupils from using word-processing on a regular basis. Pupils are keen to demonstrate some skills but are not confident about writing and drafting their ideas onto the computer. Where teaching is less effective, the use of time is not maximised as well as it should be, and the pupils who are quiet and passive are less involved in discussions. The teachers' high expectations encourage pupils to work and think for themselves.

59. The subject leader is very experienced and has developed the subject well. She has a clear vision of how to develop the subject and uses the Beacon partnership with other primary schools as an inspiration and motivation to raise standards even further. The subject is well managed; standards, teaching and learning are regularly monitored and evaluated. Teachers work well as a team and use the very good resources for the subject to good effect. Planning is good and above average amounts of time are given to the subject in order to promote handwriting and spelling skills.

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

60. Good use is made of other subjects to develop pupils' understanding of the information they read. Teachers use all areas of the curriculum to successfully promote pupils' writing skills. Writing across the curriculum is generally fluent and well presented, enabling pupils to work independently to good effect. In most lessons, pupils are encouraged to talk, to explain their ideas and to reflect on their comments and those of their classmates. All pupils use the good opportunities to talk to each other in pairs or small groups gaining confidence and thereby developing mature attitudes and demonstrating their very good behaviour.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Attainment is well above average and pupils achieve well.
- Teaching is good overall, although there is a wide variation in quality.
- Support is targeted effectively.
- Teachers' marking and target-setting are not used to help involve pupils in improving their work.

#### **Commentary**

61. National Curriculum test results at the end of Year 2 were well above average in 2003. All pupils achieved the expected level (Level 2) and almost half the higher level, (Level 3). Pupils in the present Year 2 are on target to attain well above average results, though there are fewer higher-attaining pupils than in the previous year. Pupils achieve well due to effective teaching and the very good attitudes they have towards learning. Pupils with special educational needs are supported effectively in lessons, enabling them to make the same good progress as other pupils. For example, in a very good lesson in the Years 1 and 2 class, pupils with special educational needs were supported at the start of an activity and then given the freedom to continue working independently. This good balance between focused guidance and opportunities for individual practice helped build confidence, enabling them to achieve well. High standards have been successfully maintained since the time of the last inspection, and National Curriculum test results have been rising faster than the national trend over the last few years. Pupils enjoy mathematics lessons, behave very well and are keen to do their best. Parents are pleased with the progress their children make.
62. As at the time of the last inspection, teaching is good overall, though in the lessons observed during the inspection it ranged in quality from very good to unsatisfactory. Teachers are knowledgeable about the subject and provide challenging work that engages the pupils' interest very well and encourages them to work hard. In all lessons, teachers identify in their planning how pupils' differing needs are to be met and work is mostly matched well to pupils' needs. However, in the unsatisfactory lesson, the challenge was too great, leaving many pupils confused about the difference between tens and units, for example. Samples of work taken from all classes show that occasionally work is too challenging, particularly for lower-attaining pupils. Good quality resources are used well to make lessons interesting. Whilst pupils use ICT to play games that develop mathematical skills such as calculating change when using money, they do not use a range of ICT skills such as data-handling or control programs to support their learning. Nursery nurses provide effective support, especially during group

work. Members of staff have very good relationships with the pupils and this means that pupils are very responsive and lessons move at a quick pace. The subject co-ordinator has not had recent opportunities to monitor teaching and learning to enable examples of good practice to be shared.

63. The good subject co-ordinator has a clear overview of provision in the subject and analyses test results and teachers' assessments to identify topics and individuals requiring greater support. Pupils who are close to reaching the expected or higher levels in tests are given focused teaching in small groups, enabling them to achieve their best. Where test results identify weaker aspects of provision, the focus changes to accommodate these needs effectively and as a result the curriculum is good. For example, pupils have found problem-solving difficult and there is now a good emphasis on developing these skills. There is some variation in the number of mathematical investigations pupils carry out in each class, with the best provision being made in the subject co-ordinator's class.
64. An area of relative weakness in the subject is the missed opportunities for involving pupils in improving their work. Whilst teachers are good at explaining the purpose of each activity, they do not share targets with pupils or identify through marking how they should improve. Pupils are very eager to learn and respond well to any suggestions made. Teachers are not consistent in the way they follow the school's marking policy and little work is provided for pupils to complete at home.

### **Mathematics across the curriculum**

65. Pupils make appropriate use of their numeracy in other subjects. For example, they take measurements and record their findings in science and help teachers to calculate dinner numbers.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils' attainment is well above average.
- Good teaching means that pupils are achieving well.
- There is some variation from class to class in the breadth and balance of the curriculum, especially in the teaching of scientific skills.
- There are missed opportunities to extend the learning of higher attaining pupils in their recorded work.

#### **Commentary**

66. The school has made good progress since the last inspection, maintaining the well above average standards found at that time. Teacher assessments at the end of Year 2 in 2003, which showed that attainment was well above average, are confirmed by inspection findings. In the current Year 2, most pupils are already working at the expected level for their age (Level 2), with about a quarter working towards the higher level (Level 3).
67. Good teaching means that pupils' achievement is good. Teaching extends knowledge and understanding well, building on the good start made in the Nursery and Reception classes. Teachers work hard to make learning fun and exciting and they plan an interesting range of activities using a good range of resources. They have very high expectations of behaviour and pupils respond very well to this, showing very positive attitudes towards learning. There is a good pace to learning in most lessons and teachers make good use of questioning to challenge pupils of differing capability. Pupils are given more opportunities to think for themselves in lessons and to carry out investigations than was found at the time of the last inspection. However, too often pupils record their work in the same way whatever their prior attainment. This means that opportunities to extend the learning of higher-attaining pupils are missed.

68. Nursery nurses and parent helpers give good support in lessons to pupils with special educational needs. This means that there are good levels of inclusion and their needs are met well.
69. Assessment procedures are satisfactory but not enough use is made of this information to identify pupils who would benefit from greater challenge when recording work. Teachers mark pupils' work regularly but marking rarely helps pupils understand how they should improve.
70. The curriculum is satisfactory, but there are some inconsistencies from class to class. Pupils in parallel classes do not always cover the same work, with some teachers spending more time teaching the application of skills. This means that progress in this aspect of the curriculum is not consistent across the school.
71. There has been good overall leadership and management of the subject since the last inspection, with the minor weaknesses identified at that time successfully addressed. The subject co-ordinator has high aspirations and a clear vision for future development in the subject. However, the co-ordinator has a very heavy workload and in the last year, there has been insufficient opportunity for the co-ordinator to monitor teaching and learning. As a result, inconsistencies in provision have been missed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils' attainment is in line with national expectations, although they do not achieve as well as they should because there are insufficient opportunities for them to extend skills.
- Resources are unsatisfactory; there is only one computer in each classroom, making the teaching of skills very difficult.

### **Commentary**

72. During the inspection, only one ICT lesson was on the timetable. In addition, a small number of pupils were seen working on computers in other lessons. Those that were observed had sound basic skills. They used the keyboard and mouse confidently and understood how icons helped them to carry out tasks such as printing or saving work.
73. Pupils' achievement is unsatisfactory. By the end of the Reception year, pupils have good basic skills. However, these are not extended sufficiently in Years 1 and 2, where there is too little direct teaching of the subject. Pupils who bring good skills from home are not challenged by the work that they are given and they mark time in lessons rather than improving their skills and understanding.
74. There is insufficient evidence to make an overall judgement on teaching. The lesson seen was well organised; clear instructions were given and good links were made between ICT and numeracy. However, as in most ICT lessons in the school, it involved all pupils sitting around one computer whilst the teacher introduced a new program. Because the group was large, it was difficult for all pupils to be involved in the activity and teaching did not take enough account of the differing needs of pupils. In particular, there was little challenge for pupils who already had good ICT skills. Although the school keeps records of attainment at the end of each unit, there is not enough rigour in identifying the differing abilities of pupils, with the result that needs are not always met.
75. Leadership and management are unsatisfactory because the school has not kept pace with national developments in ICT over the last few years. As a result, progress since the last inspection is unsatisfactory. The co-ordinator has appropriate aspirations for improving the subject but there has been too little monitoring to help get a clear picture of the areas of weakness.

76. The curriculum is unsatisfactory. The school does not allow enough time for the teaching of ICT and teachers' planning lacks detail. It focuses more on the programs to be used in different subject areas rather than the skills that are to be taught. This means that although pupils get reasonable opportunities to use ICT in lessons, their skills are not being developed at a suitable rate for their capabilities.
77. Resources are unsatisfactory. There are not enough computers, with only one computer in each classroom. This makes it difficult to organise lessons where all needs can be met.

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

78. Sound use is made of ICT in different curriculum areas. During the inspection, ICT was used to support learning in art and design, mathematics, geography and literacy. The links that are made between subjects help to make learning purposeful.

## **HUMANITIES**

### **Geography and History**

Provision in history and geography is **good overall**.

#### **Main strengths**

- Pupils are keen and interested in history and produce good quality work.
- The curriculum is covered well, and pupils make good use of literacy to develop their writing skills.
- Pupils make good use of their mapping skills in geography and of information collected in history.

#### **Commentary**

79. Pupils' achievement is good in history, has improved since the time of the last inspection and is now above national expectations. Pupils are enthusiastic and retain knowledge very well. For example, during a discussion about the Great Fire of London, pupils supported each other with supplementary facts. They are interested in details and use their knowledge to draw conclusions such as how Samuel Pepys might have felt and why he was worried about his family. The curriculum has improved and all elements are covered well. Pupils make good use of the visits to local museums so that they can make comparisons about the life and times in different ages. Teachers use various techniques to ensure that lessons have interest and vitality, helping pupils to be confident and committed to producing high quality work. Pupils know how and where to find information about a range of topics. However, they are less confident about using the books and the computer to work independently and about using the research skills they have learnt in their literacy lessons. Pupils use their writing skills to good effect to produce interesting pieces of work. Pupils' work is valued by teachers and attractively displayed, stimulating pupils to ask questions and arousing the interest of other pupils.
80. There are well-developed links between history and geography and with other subjects. A collaboratively drawn map of the local area uses information which pupils have collected and matched to different routes. Teachers encourage pupils to use the appropriate terms to describe the direction they are travelling in. There are good opportunities for practical work. For example, pupils work together solving the orienteering challenges based within the school grounds. Pupils make good progress as they move through the school. A theme based on Australia incorporated a range of mapping skills and an understanding of how to use directions to plan routes, and explored the difference between the North and South Poles. The school uses its local resources well to stimulate pupil's interest. It was not possible during the inspection to see any geography lessons, but the quality of their previous work indicates that pupils' achievement is satisfactory and their attainment is good.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have a secure understanding of some of the similarities and differences between Christianity and Sikhism.
- Teachers make good use of the resources to promote understanding of these beliefs.
- There is insufficient time allocated to the subject in the weekly timetable.

### **Commentary**

81. Standards by the end of Year 2, are similar to those found at the time of the last inspection and attainment is broadly in line with the recommendations of the Locally Agreed Syllabus. Teaching is satisfactory overall and sometimes better. Pupils in Years 1 and 2 have a very secure knowledge about Christianity, its festivals and traditions. They have an understanding of religious symbols and artefacts in Christianity and those used within the Sikh and Hindu faiths. Pupils' achievement is satisfactory overall.
82. Pupils enjoy lessons because teachers use their enthusiasm to promote an interest in the subject. Pupils respond very well to the challenging questions and discussions. All pupils tackle similar work but the tasks challenge each group at different levels. This is demanding for them but keeps them interested and involved in learning.
83. The subject leader has a positive impact on developing the subject. She provides a clear direction and supports members of staff well. Resources are satisfactory; good use is made of a range of visits to the local church and Sikh temple, helping pupils to understand and appreciate different places of worship. A number of visitors to the school from a range of different beliefs help pupils to develop their understanding of the diverse range of faiths, and the opportunities to share common beliefs are well promoted within lessons.

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

Art and design, design and technology and physical education were not areas of focus for the inspection and there is insufficient evidence to form judgements on provision in these subjects.

### **Art and design**

84. Three lessons were observed and attractive displays of work were scrutinised. Teaching was good in two lessons and satisfactory in the third. In all three lessons, pupils behaved very well due to the high expectations of the teachers and, as a result, completed their work with great care. Whilst skills were taught particularly well in two lessons, there is a tendency to limit independence when teachers and Nursery nurses direct activities too closely. There are no formal assessment procedures and, as at the time of the last inspection, this is a weakness in provision. Teachers' lesson-planning describes activities rather than identifying what skills pupils need to develop. Displays around the school show that pupils have produced some good quality work. For example, pupils in Year 1 made attractive winter landscapes and Year 2 pupils made their own careful patterns in the style of William Morris, using pastels and paint, and also made interesting sea collages after studying the work of Van Gogh. The subject makes a good contribution towards pupils' cultural development. For example, Year 2 made paintings in the style of Australian aboriginal patterns. Pupils use a suitable computer program to make pictures and patterns. Art and design lessons are particularly popular with the pupils.

### **Design and technology**

85. No lessons were on the timetable during the inspection but two displays of work were scrutinised. Work produced by one Year 1 class was of good quality. Pupils made careful designs for playground equipment following a visit to the park, and made interesting models by joining a range of reclaimed materials. Their honest evaluations of their work showed great maturity. Pupils in Year 2 designed and made some interesting containers to hold a packed lunch. There are no formal assessment procedures and, as at the time of the last inspection, this is a weakness in provision. Teachers' lesson-planning describes activities rather than identifying what skills pupils need to develop.

### **Physical education**

86. Two dance lessons were observed during the inspection. Teaching was good in one lesson and satisfactory in the other. In the good lesson in the Years 1 and 2 class, the teacher read a poem about snow very well, and this provided good inspiration for pupils' imaginative snowflake dances. Teachers have high expectations for pupils' behaviour. Pupils enjoy dance lessons and behave sensibly and try hard when working individually or with a partner. There are no formal assessment procedures and teachers' planning describes activities rather than identifying the skills pupils are expected to develop. Accommodation is good, with a large hall and playing field being available for lessons. However, some lessons are rather short and this means that skills are not always extended well. There are no clubs for sport and some parents would appreciate the opportunity for pupils to take part in sporting activities in addition to lessons.

### **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils enjoy singing and learning to play the recorder.
- Some teachers lack confidence in the subject.

### **Commentary**

87. Pupils' attainment is in line with national expectations by the end of Year 2 and their achievement is satisfactory. They demonstrate good standards in singing. They sing tunefully with clear diction and an awareness of the differing lengths of notes in a piece of music. Their good behaviour has a positive impact on how well they learn in lessons and during hymn practice. Pupils who learn to play the recorder in clubs make good progress in developing these skills and several benefit from being members of the school choir. Pupils in the pre-inspection questionnaire specifically mentioned choir and recorders as activities they enjoy at school. Not all pupils maintain a steady beat when clapping in time with the music and this element of their attainment is less secure. Satisfactory standards have been maintained since the time of the last inspection.
88. Teaching is satisfactory overall, with an example of very good teaching being observed during the inspection. In the very good lesson, the music co-ordinator used her very good subject knowledge and interesting music from the film 'The Jungle Book' to stimulate the pupils' interest. Songs were very well chosen to show pupils contrasting tempi. The headteacher provides a good role model for singing during hymn practice and around the school. Some teachers lack confidence in the subject and their lesson-planning describes activities rather than identifying what skills pupils are expected to develop. The subject co-ordinator has a clear understanding of how the subject can be developed and a new scheme of work has been chosen to provide better support with lesson-planning. An accomplished pianist provides effective live music for pupils during lessons. There are no formal assessment procedures and this is a weakness in provision. There have been no opportunities for the co-ordinator to monitor teaching and learning.
89. The subject makes a good contribution towards pupils' cultural development, with pupils recently enjoying music from Australia, Africa and India. Professional musicians often provide workshops for pupils and pupils have the opportunity to share in musical worship when they visit a Sikh temple. The school has a good range of multicultural percussion instruments.

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

90. This aspect of the curriculum was not an area of focus for the inspection and there is insufficient evidence to form judgements on overall provision in personal, social and health education (PSHE) or in citizenship.
91. One lesson in PSHE was on the timetable during the inspection. The teaching in this lesson was satisfactory, with pupils successfully encouraged to think about ways in which they could stay healthy. Work was made purposeful by giving pupils an opportunity to design posters to reinforce the message that good hygiene was important. Pupils responded positively to the work that they were given, although a lack of time restricted learning and meant that posters were not completed.
92. The curriculum for PSHE and citizenship is good. The school has a caring ethos and all members of staff place a strong emphasis on developing personal skills throughout the day, rather than only in specific lessons. Members of staff are good role models and have very high expectations for behaviour. The school makes appropriate use of pupils' views and pupils are encouraged to take responsibility for simple tasks around the school. This gives pupils good opportunities to learn about some of the responsibilities and duties of citizenship.

## 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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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