

# INSPECTION REPORT

## **HOBLETTS MANOR INFANTS AND NURSERY**

Hemel Hempstead

LEA area: Hertfordshire

Unique reference number: 117197

Headteacher: Mrs C Bromwich

Lead inspector: Ian Naylor

Dates of inspection: 17<sup>th</sup> - 19<sup>th</sup> November 2003

Inspection number: 262075

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Nursery School
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
Number on roll:	168
School address:	Adeyfield Road Hemel Hempstead
Postcode:	HP2 5JS
Telephone number:	01442 213854
Fax number:	01442 255447
Appropriate authority:	The governing body
Name of chair of governors:	Helen Fellows
Date of previous inspection:	12 <sup>th</sup> October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Hobletts Manor Infants and Nursery is an average sized, community mixed infant school for children and pupils aged three to seven. Attainment of pupils on entry to the school is below average. Eight pupils do not have English as their first language. Twenty-five pupils are of non-white British heritage. There were no exclusions in the last year. There is a high number of pupils with special educational needs that require specific school action. This includes 24 pupils with moderate learning difficulties, 16 with emotional and behavioural difficulties and 25 with speech and language difficulties. No pupils have a formal statement of special educational needs. Many pupils come from low socio-economic backgrounds. A significant number also have difficult home circumstances. Nine pupils joined the school during the year and seven left. The school achieved Investor in People Award and a School Achievement Award in 2002. It achieved the Healthy Schools Award in October 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20906	Ian Naylor	<i>Lead inspector</i>	Science, ICT, creative, aesthetic and practical subjects
9030	Robert Love	<i>Lay inspector</i>	
12764	Wendy Thomas	<i>Team inspector</i>	Foundation Stage, English, Music
22657	Mark Madeley	<i>Team inspector</i>	Mathematics, Humanities

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a caring and effective school**, well thought of by its parents and well regarded by the local community. There is good leadership that supports high quality learning by pupils in many lessons and ensures that teaching is often good and never less than satisfactory. Standards are slightly below national averages in English and mathematics, but compared to similar schools, achievement and progress in these and other subjects is at least good. The school gives satisfactory value for money.

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

- Teaching is good in science, information and communication technology (ICT), history, physical education, art and in the Reception class.
- The leadership of the headteacher is very good.
- Governors give effective support to pupils and staff.
- Pupils' attitudes and behaviour are good.
- The curriculum is good, including the provision for pupils with special educational needs (SEN).
- The school provides a very high quality of care, welfare and health and safety for its pupils.
- Relationships between pupils and with staff are very good.
- Staff make good links with parents.
- Pupils' personal, social, moral, and spiritual development is good.
- Teaching assistants provide very good support for learning.
- The leadership and management of provision for children aged three to five are unsatisfactory.
- Standards in English and mathematics are unsatisfactory.
- Assessment of pupils' progress is less well developed in the remaining subjects than in English, mathematics, science and information technology.
- Strategic financial management is weakened because it has allowed a large surplus to build.

Since the previous inspection, the headteacher and staff have worked effectively to improve the curriculum and assessment across the school and teaching in Year 1. The school continues to provide a calm and welcoming atmosphere in which pupils are expected to behave well. Governors are now effective in their roles, particularly in the monitoring of the quality of provision. However, the provision in the Nursery classes has not improved sufficiently. This, combined with a rise in the number of pupils on admission with SEN and social and emotional problems, has slowed the rate of progress for many pupils. Therefore, standards by the end of Year 2 in English and mathematics are lower than they could be. However, there is a distinct overall trend of improvement in pupils' progress and achievement in all areas when their low levels of ability on admission are taken into account.

### STANDARDS ACHIEVED

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

*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*

Standards in English and mathematics were below the national average in the national tests for Year 2 pupils in 2003. Standards are also below average in the present Year 2. However, **pupils' achievement is satisfactory overall** and their progress is at least satisfactory and often good. Achievement is good in science, art, history, physical education, and personal, social and health education (PSHE). Pupils with SEN and those whose first language is not English make satisfactory progress.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory.** About half of all lessons are good and a few are very good. Teaching is good in science, ICT, physical education, history and art. The most successful features of teaching are that work is well planned to meet the needs of all pupils and the use of teaching assistants to check on pupils' progress. This gives effective support to pupils' learning. **Pupils make good progress in their personal, spiritual, moral and social development.** Pupils are well prepared by age seven for transfer to the next stage of education. Pupils show positive attitudes to lessons and the activities provided, and enjoy coming to school. Behaviour is good in lessons and on the playground. Attendance is unsatisfactory.

The curriculum is good and has improved significantly since the last inspection. It is extended well through a range of additional activities. There is good provision for pupils with special educational needs and a good programme for PSHE. The good levels of staffing, accommodation and resources all support pupils' learning well. There is very good provision for pupils' welfare needs. The school is a safe, very caring and supportive place, where all pupils receive good support and guidance. Staff have very good relationships with pupils and know them very well, and this helps with their learning. The school has a good partnership with parents and good links with other education institutions and with some sections of the wider community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the headteacher is very good.** Governors give effective support to staff and pupils. Management is satisfactory.

The headteacher leads with drive and enthusiasm to give a very clear direction to all school activities. She has provided excellent professional support, ably helped by the deputy headteacher, to a team of young teachers. The governors keep themselves well informed about the school's many strengths and plan well to address weaknesses. They provide good support to the school by monitoring what staff do. Together, staff and governors have introduced many improvements in the school and have helped to sustain the quality of others. Although there are many good features of management, including financial procedures and administration, overall spending plans are unsatisfactory and have led to a very large surplus in the school budget.

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

Parents think highly of school and feel that their children make good progress. Pupils are happy to come to school and enjoy the activities provided.

## **IMPROVEMENTS NEEDED**

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

- Improve the leadership and management of provision for children aged five and under.
- Raise standards in English, particularly in writing, and in mathematics.
- Extend the assessment system to all subjects of the curriculum.
- Adjust spending plans to prevent future large surpluses in the school budget.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards in English and mathematics are below the national average.

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

- Attainment in key subjects shows an upward trend over time.
- Achievement is satisfactory overall and pupils' progress is at least satisfactory and often good.
- Results in the most recent national tests for English and mathematics were below average.

#### **Commentary**

1. Analysis of the results of Standardised Assessment and Tests (SATs) shows that there has been a steady improvement in standards since the previous inspection. There has in particular been improvement in writing, mathematics and science. The school sets realistic targets and works with local authority advisers to find ways of raising pupils' standards. Teachers found it difficult to meet the learning needs of a group of mixed ability pupils in last year's Year 2, and staffing recruitment difficulties during the year made the situation worse. This resulted in a weaker performance in the overall SATs 2003 results compared with national standards. Whilst the proportion of pupils attaining the higher level (Level 3) in English and mathematics was broadly in line with the national average, a significant proportion of pupils attained below average standards.
2. Current standards in Year 2 are below national expectations but pupils have made satisfactory progress since joining Year 1. About one third of pupils in this age group have SEN, often but not exclusively, associated with learning difficulties. Their progress has been steady and they are achieving all they can because they receive good support from teachers and support staff. Understandably, many of them are not reaching the standards expected of six and seven year olds.
3. Attainment in English and mathematics is below the national average. The school shows good awareness of its own situation because it analyses the test results carefully and works to address issues through its school plan, through teaching and by involving parents. Nevertheless, it recognises that there is always more than can be done. Parents and pupils appear satisfied with the overall progress being made.
4. Children aged five and under (in the Foundation Stage) are settled and happy in school and are well used to school routines. Nevertheless, children's development in the Nursery classes is below average. In the Reception class, children make good progress and are on target to achieve the recommended Early Learning Goals (ELGs) by the end of the year.
5. Standards in English in the national tests were a little lower in 2003 than in the previous year. Standards in reading were broadly in line with the national average, but a higher than average number of pupils also attained levels well below those expected. The proportion of pupils attaining the higher level in writing was a little above the national average but again, a higher than average proportion attained lower than expected levels.
6. Standards in mathematics in the national tests have been average and steadily rising for five years, with about one third of pupils reaching the higher level (Level 3). In 2003, the school's test results were below average when compared with all schools and with similar schools. Whilst the school maintained its proportion of pupils reaching the higher level (Level 3), too few reached the expected level (Level 2). Over recent years, boys have achieved relatively better standards than girls in the national tests. The school is aware of this feature, has made an initial evaluation and is now conducting research to try to find out why.

7. The evidence from lessons and the analysis of pupils' work shows that achievement and progress are satisfactory. In Years 1 and 2, pupils' achievement is satisfactory as a whole. Pupils achieve well in science, ICT, art, physical education, history and PSHE. In religious education, pupils' attainment meets the expectations of the locally Agreed Syllabus. Pupils with SEN and those whose first language is not English make at least satisfactory and often good progress.

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

Standards in:	School results	National results
reading	16.1 (15.9)	15.7 (15.8)
writing	14.4 (14.6)	14.6 (14.4)
mathematics	15.8 (16.9)	16.3 (16.5)

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

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

8. Pupils' attitudes to the school and their work are good. They behave well and enjoy coming to school. Relationships between pupils and adults and between pupils themselves are very good. Pupils' spiritual, moral and social development is good. Attendance is unsatisfactory. The pupils' good attitudes and behaviour make a positive contribution to their learning.

**Main strengths and weaknesses:**

- Pupils behave well in classes and around the school.
- Pupils have good attitudes to their work.
- Relationships are very good.
- Pupils' spiritual, moral and social development is good.
- Attendance levels are low compared with other schools.

**Commentary**

**Attendance**

9. Attendance levels are below the national average, with more authorised and unauthorised absence than the national average for primary schools. This is despite the school's good efforts to promote good attendance. Whilst most absence is due to medical or other legitimate reasons, a small number of parents do not see the advantages of regular attendance to their children's education and, for example, take holidays in term time.

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

Authorised absence	
School data	6.6%
National data	5.5%

Unauthorised absence	
School data	1.0%
National data	0.5%

10. The pupils' attitudes were described in the previous report as good. They remain so. Pupils enjoy coming to school and show positive attitudes to their work. They work and play well together. They enjoy being given simple responsibilities, such as returning registers to the office.

11. The pupils were said, in the last report, to behave well in lessons and around the school. Behaviour remains generally good and is at times very good. Effective measures are taken to correct behaviour on the few occasions when it is unacceptable. Exclusions are very rare and there were none last year. Pupils, parents or staff do not view bullying as a significant problem, and the school has adequate procedures for dealing with it should it occur.

12. The number of pupils from minority ethnic groups is relatively small. They are integrated fully into school life and there is no evidence of any racism.

13. The good ethos of the school contributes greatly to pupils' good social development. There are very good relationships throughout the school and these are built on mutual trust and respect. Adults are good role models. All the staff know the pupils' abilities very well and value them as individuals. This is an orderly and very harmonious community.

14. Pupils' spiritual and moral development is good because it is thoughtfully promoted through a variety of means, including assemblies, class discussions called 'circle time', and discussions in religious education and other lessons. The curriculum for PSHE plays an important part in this development. Pupils know the difference between right and wrong, and their good behaviour bears testimony to their understanding.

15. Pupils' cultural development is satisfactory and includes the celebration of religious festivals such as Divali, study of major religions, listening to stories and music from around the world and occasional experiences such as watching an Indian dance troupe. Various artists and theatre groups come into school to perform for the pupils, so contributing to their cultural development.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided by the school is satisfactory.**

### Teaching and learning

**Teaching and learning are satisfactory.** About half of all lessons are good and a few are very good.

#### Main strengths and weaknesses:

- Teachers encourage and engage pupils.
- Teachers have good knowledge of pupils' abilities and make suitable plans to meet their needs.
- There is good planning and preparation for lessons.
- Teaching assistants are deployed very effectively, particularly to check on pupils' progress.
- Teachers do not always share with pupils what they expect them to learn in lessons.
- There is a lack of opportunity for pupils to evaluate their own progress.

### Commentary

#### **Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2 (6%)	16 (45%)	17 (48%)	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.*

16. The quality of teaching is similar satisfactory overall, and broadly similar to that noted in the last report. However, teaching in the Nursery is now only satisfactory whereas it was previously good. Teaching is good in over half the lessons in Years 1 and 2. There is good teaching in science, ICT, physical education, history and art. Teaching is sometimes good in English and mathematics, and frequently good in the Reception class.

17. In many lessons, there is lively and imaginative teaching that engages and challenges pupils. Lessons are usually well planned and prepared, with a good range of activities and resources to stimulate interest. Teachers know pupils' abilities well and use this information to best advantage when organising their classes into ability groups for work in different subjects. Staff work together very effectively. There were good examples seen of teachers working successfully alongside one another in the same lesson. Management and control of behaviour are good, and staff have high expectations of pupils' participation and effort. Praise and encouragement are used well, as is the school's system of rewards for effort and achievement. Pupils receive close attention to their needs, with the result that they are relaxed and happy in their lessons and work productively. Nevertheless, teachers could plan more opportunities for pupils to work independently. They could also be clearer and more consistent in telling pupils what they are to learn in each lesson.

18. Teachers plan well in lessons to give pupils with SEN appropriate support. They take good account of the needs of these pupils in relation to the targets set out in their individual education plans. These targets are well focused on their specific needs, usually in literacy, numeracy and behaviour. Pupils are given additional help in lessons and sometimes when withdrawn individually or in groups. At such times, they benefit from well-planned programmes of intensive instruction, expertly taught at an energetic pace that holds their full attention.

19. A particularly successful feature of teaching is the deployment of learning support staff. They are dedicated and committed, giving very good support to pupils' learning. Teachers place great value on their involvement and support. They are particularly effective when observing and evaluating pupils' progress in lessons. The information they provide is invaluable in setting future targets for pupils, particularly those with special educational needs. Learning support staff also provide good teaching in group-work, for instance in the school ICT suite and in literacy and numeracy lessons.

20. Teaching in the Nursery classes is satisfactory overall, but it is a weakness that not enough attention is given to the 'Early Learning Goals' (the levels of achievement expected by age five). Teaching is over-directed and does not give enough attention to children's need to learn through discovery and imagination. Consequently, despite the better teaching in Reception class, children are not as well prepared for moving into the formal stage of their education as they could be.

21. Assessment is satisfactory. In English, mathematics, science and ICT, assessment is well planned and used effectively by staff to set work for pupils in lessons. The tracking of pupils' progress as they move from year to year, and the evaluative reporting on pupils' achievements to parents that stems from this, is becoming a strong feature as staff become more confident in this process. The progress of pupils with SEN and those whose first language is not English is regularly assessed so that their targets can be adjusted, with the result that they make satisfactory progress. The good assessment procedures in English, mathematics, science and ICT need to be extended to the remaining subjects so that there is a consistent approach to assessment in all areas. Marking of pupils' work is not consistent and does not always give pupils sufficient guidance so that they have a better understanding of what they have to do to improve. Similarly, pupils are not given the opportunity in many lessons to check over their work, consider how well they have met the lesson's targets, and then make improvements.

## The curriculum

The curriculum is **good**. It is enriched by a **good** range of additional activities. The **good** accommodation and resources are used well to support pupils' learning.

### Main strengths and weaknesses:

- The curriculum has improved significantly since the last inspection.
- The provision for pupils with SEN is good.
- The provision for PSHE is good.
- Accommodation is spacious and resources are good, but disabled access is inadequate.

22. The school has improved its curriculum significantly since the last inspection. It now fully meets the statutory requirement to teach religious education and all subjects of the National Curriculum. There is a daily act of collective worship. Appropriate subject policies and schemes of work are in place for all subjects, and the school uses the locally Agreed Syllabus for religious education. These contribute positively to pupils' learning.

23. There is sound planning for pupils aged three to five, but this is interpreted best in the Reception class, where the 'Early Learning Goals' are well established. In the Nursery classes, they are not as clearly defined in planning.

24. There is good curriculum provision for pupils with SEN and those whose first language is not English. The headteacher is the special educational needs co-ordinator (SENCo) and she ensures that each subject gives due recognition to pupils' individual needs by identifying appropriate action to be taken. Teachers successfully adjust their lesson plans to take account of SEN pupils, reflecting the targets set out in their individual education plans.

25. The programme for teaching PSHE is good and has improved since the last inspection. It makes a strong contribution to pupils' personal development and is part of the reason why the school is an orderly place with a good climate for learning. The programme is very detailed and shows good links with other subjects; for instance 'healthy living' topics are linked to physical education.

26. The school has developed the curriculum well. It includes topics that link history and geography. Theme weeks broaden pupils' learning and emphasise links between subjects; for instance a percussionist played during a mathematics week and discussed mathematics in music. Next year will see a 'history' week and a 'dance' week, which demonstrate the school's commitment to a broad curriculum for its pupils.

27. As well as special events, such as the recent Literacy Week, the school regularly invites speakers into school. Fire fighters, story tellers and theatre groups make learning more interesting and give pupils first hand experiences. Excursions to places of interest are less frequent, though each age group has an annual visit; for instance Year 1 visited Chiltern Open Air Museum.

28. The school has a good number of teachers who have appropriate training for the age range. Support staff are very experienced and well trained, and so make a valuable contribution to pupils' learning. Resources are ample to teach the curriculum. Classrooms are spacious, bright and generally made cheerful by good displays of pupils' work. Nursery and Reception classes are entirely separate, which does not help build a Foundation Stage with shared staff expertise. Both classes do have access to their own outdoor learning areas to enhance children's physical development. Access to the school is very difficult for the disabled, as there are steps but no ramps at most main doors.

## Care, guidance and support

### How well are pupils cared for, guided and supported?

**The school provides very good care for all its pupils.** The school is a safe, very caring and supportive place, where all pupils receive good support and guidance, and this helps them with their learning. The school takes some account of the views of its pupils, but this aspect is under-developed.

#### Main strengths and weaknesses:

- Staff know pupils very well and care about them.
- Relationships between pupils and adults are very good.
- The school has recently achieved the Healthy Schools Award.

29. The school succeeds in meeting its aim of providing a happy and secure environment. The welcoming ethos of the school underpins the provision of a safe and caring environment in which every pupil is well supported and valued. There are very good relationships between the pupils and staff, and the staff are good role models. All staff know the pupils' abilities well and work together to promote their personal welfare. Monitoring of pupils' personal development is often informal but effective. The recent achievement of the Health Schools Award is firm evidence of the school's commitment to a healthy environment.

30. The learning support assistants provide valuable support to individual pupils and to groups. Several of them have additional roles in the school, such as midday supervisor, and this provides a continuity of care throughout the day.

31. Pupils with SEN, those who have English as a second language and those from minority ethnic groups are well integrated into the school and receive the same level of care and support. The school's programme of personal, social and health education provides a good framework for raising pupils' awareness of healthy and safe living.

32. The school's good health and safety policy and practices ensure the safety and welfare of the pupils and staff. The governing body takes an active interest in monitoring health and safety matters. Regular risk assessments are carried out for school-based activities, off-site visits and school journeys. There are good procedures for fire safety, and regular fire drills are held. There are staff with qualifications in first aid and good procedures for dealing with pupils who need medication during the school day. The visiting school nurse is a valued member of the school community.

33. The child protection procedures, which were unsatisfactory at the time of the last inspection, are now good and based on the locally agreed procedures. Training is provided to ensure that all staff are aware of the procedures, and new members of staff are made aware of them as part of their induction.

34. Although the school no longer has a school council, the views of its pupils are considered through such means as class councils and circle times. These means are satisfactory, but there is scope for taking more account of pupils' views.

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

The school has a good partnership with parents and has been successful in involving some of them in the education of their children. There are good links with other education institutions and good links with some sections of the wider community that benefit the pupils. Links with the business and commercial community are limited but of good quality.

## **Main strengths and weaknesses:**

- Parents think highly of the school.
- Parents are provided with good quality information.
- Good account is taken of parents' views.
- Links with the business community are limited.

35. Parents show high levels of support for the school in their responses to the questionnaires sent out to them each year by the governing body.

36. Parents are provided with good information in the form of regular newsletters, the prospectus and the governors' annual report to parents. Parents are provided with a termly newsletter on curriculum matters. These are specific to individual year groups.

37. The school provides detailed annual reports to parents on their child's attainments in all the National Curriculum subjects. Parents are invited to parents' evenings to discuss their children's progress, and these meetings are well attended.

38. A home-school agreement is in place, and each pupil has a home-school contact book. Parents find these arrangements supportive. A few parents help out in the school, mainly in the Nursery. There is a parent-teacher association that raises considerable funds for the school, for example to help in setting up the computer room, reorganising the library and paying for coaches for school trips.

39. The school recognises the value of a partnership with parents, and has been generally successful in creating one. However, a minority of parents are not actively involved in their children's learning.

40. The pupils make visits to the local places of worship, the local library and other places in the local community to support their studies. Members of the local community, including the emergency services, are invited into school to talk to the pupils.

41. There are good links with the nearby junior school to which most of the pupils transfer and these links help to ease the transfer process. Year 2 pupils visit the junior school to attend school productions and assemblies, to use the swimming pool and to meet their future teachers. The school contributes successfully to the local community by allowing work experience students from a local secondary school and trainee teachers on teaching practice to use the school for their placements.

42. Links with the business and commercial sectors of the community are few in number. Where links exist, such as that with a large oil company, they bring real benefits to the funding of projects in the school. The school recognises the potential benefit of such links and is keen to develop them.

## LEADERSHIP AND MANAGEMENT

The head teacher leads the school very well, with a keen sense of purpose and clear vision. Governors give effective support to staff and pupils. Management is satisfactory.

### Main strengths and weaknesses:

- The headteacher provides staff with strong direction.
- Governors and staff work closely together to build on strengths and tackle weaknesses.
- Staff development is very good.
- There is a good school ethos, brought about through the good teamwork of staff.
- The school budget has an unacceptably large surplus.

### Commentary

43. The headteacher and deputy headteacher provide strong leadership and use their knowledge and experience to good effect. They have together built an effective staff team by providing guidance, support and training to staff and in particular by the development and encouragement of a group of younger teachers. As a result, teaching supports the satisfactory achievement of most pupils and helps to sustain standards overall, despite the complicated learning needs of many pupils. The leadership of the school ensures that there are appropriate procedures and planned provision for pupils with SEN and those whose first language is not English. The headteacher has improved the quality of management reported at the previous inspection in all respects except one, namely the rigour of planning for the school budget.

44. The senior management team is effective and has been recently extended to include broader teacher representation. Subject leaders now have satisfactory control of development and planning in their subjects. There is a robust system for monitoring performance, particularly the quality of teaching and the curriculum. These systems involve several levels, including subject leaders, senior managers and governors. Staff training and professional development are very good and have made a significant contribution to the effectiveness of several recently qualified teachers and to learning support staff.

45. There is good governance by the governing body. A well-defined committee structure provides efficient administration and helps to monitor, support and guide school policy and procedures. The headteacher works closely with the governors and provides them with good information. Governors for their part are involved with the staff and take a particular interest in knowing first-hand what is happening in the classroom. Governors have established effective links with particular classes and areas such as literacy and numeracy. They observe and monitor lessons and receive verbal and written reports from staff. There is good representation by parents on the governing body. There have been changes in the composition of the governing body recently, but the good support given by the headteacher and experienced governors, such as the chairman, ensures that new governors are fully informed and involved. Governors are beginning, through their interactions and evaluations, to challenge senior managers with a view to promoting higher quality in performance.

46. The headteacher and staff are developing good systems for tracking the progress of pupils. They make good evaluations of the school's strengths and weaknesses and set realistic targets for pupils' performance. The school development plan (SDP) is soundly structured to address weaker areas and to determine the necessary action, resources and costs for future teaching and curriculum development.

47. There are good financial procedures and administration. The school buys into a financial administration package from the local authority and this operates efficiently. The school office is well organised and the school secretary provides high quality support to staff, pupils and parents. The headteacher is very prudent in the manner in which she organises school spending. As a result of the recruitment of younger staff and an unexpected rise in pupil numbers, costs associated with staffing have been much lower over the last two years than the average for similar schools, whilst

the income to the school budget has risen. The SDP has provided for more than adequate levels of funding to improve resources and staffing and to support the development of teaching and learning. However, a considerable surplus has been allowed to build up. This amount currently exceeds recommended levels by nearly 25 per cent, which is an unsatisfactory situation. The headteacher and governors have recently made a sound prediction of how staff costs will rise over the next three years, and know that this surplus will be largely absorbed by these additional costs if staffing levels remain the same. Nevertheless, this calculation is not part of a clear long-term financial plan that identifies spending priorities. As a result, present pupils are not feeling the benefit of the surplus. This could be used, at least in part, to improve such weaknesses as, for example, access to the building for people with disabilities.

## Financial information

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

Income and expenditure (£)	
Total income	581,348.00
Total expenditure	506,202.00
Expenditure per pupil	3,012.00

Balances (£)	
Balance from previous year	105,919.00
Balance carried forward to the next	181,101.00

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

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

### **Foundation Stage**

Provision in the Foundation Stage is **satisfactory**.

Since the last inspection, the Foundation Stage of children's learning has been introduced. Children enter the Nursery with knowledge, skills and understanding that are well below average in most of the areas of learning. The curriculum is correctly planned around the six officially recommended areas of learning, and children make satisfactory progress overall. Both the Nursery and Reception classes have access to a secure outdoor learning area.

### **Personal, social and emotional development**

Provision for personal, social and emotional development is **satisfactory**.

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

- Children are settled and happy in school and are well trained in its routines.
- The development of Nursery children in this area is below average.
- Children make good progress in the Reception class.

### **Commentary**

48. In the Nursery, children readily leave their parents and carers and settle into the class routines. The activities provided in the Nursery, however, do not help the children to make choices about what they will do. In their free activities, many children are aimless and not engaged in constructive play. The focused activities are very directed and do not encourage children to play together or to make independent learning choices. In the Reception class, children play well together. The activities provided encourage them to make independent choices in their learning and to feel confident about their achievements. Most children in the Nursery play alongside each other rather than together. Whilst this is common for such young children, the staff do not provide enough opportunities to encourage collaborative play or help children develop their social skills. Learning activities are very directed and children do not have enough opportunities to become independent. In the Reception class, children are provided with a good range of opportunities to make choices about their activities and to become independent learners. They respond well and make good progress.

### **Communication, language and literacy**

Provision for communication, language and literacy is **satisfactory**.

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

- Children's attainment is well below average in the Nursery and below average in the Reception class.
- The Reception class provides good opportunities for children to develop their language skills.

## Commentary

49. When they join the Nursery, children's language skills are well below average. Their progress in this area of learning is unsatisfactory. Staff do not provide a satisfactory range of learning opportunities to develop language skills. The role-play area is unstimulating and does not encourage children to act out stories or play together. Activities are over-directed. Staff do not help children develop their speaking skills, and accept nods and gestures from children rather than encouraging them to express their needs in sentences. In the Reception class, the teacher provides a good range of activities to develop children's speaking, reading and writing skills. In the role-play area, children are encouraged to write 'Cinderella's shopping list'. They act out traditional stories and enjoy reading books by telling the story from the pictures. In the Reception class, children are encouraged to see themselves as competent readers and writers. This develops their confidence and helps them to make good progress. Despite the good progress they make in the Reception class, a high proportion of children are unlikely to attain the expected levels for this aspect of learning by the end of the Reception Year.

### Mathematical development

Provision for mathematical development is **satisfactory**.

#### Main strengths and weaknesses:

- In the Nursery, teachers plan a satisfactory range of activities to promote mathematical development.
- Provision in the Reception class is good and children achieve well.

## Commentary

50. When children join the Nursery, their knowledge and skills in mathematics are below average. Staff provide a satisfactory range of activities to develop children's skills, for instance through singing games and rhymes. Children recognise written numbers from one to five and can match objects accurately to these. The older Nursery children sort groups of toys by colour or shape. However, this activity is very directed by the teacher and children are not encouraged to decide for themselves how they will sort the shapes. This limits their learning opportunities. Children make good progress in the Reception class as a result of very good teaching. They can name solid shapes, such as spheres and cones, and know their properties. The teacher makes good use of mathematical language and helps children use this accurately. As a result, children make good progress and most are likely to reach the expected levels for mathematical development by the end of the Reception Year.

### Knowledge and understanding of the world

Provision for knowledge and understanding of the world is **satisfactory**.

#### Main strengths and weaknesses:

- Children's knowledge and understanding are below expected levels in both the Nursery and Reception classes.

51. Teaching and learning are satisfactory and children's achievement is also satisfactory. However, children join the Nursery with below average knowledge and understanding and by the end of the Reception Year, most are unlikely to attain the expected levels for this aspect of learning. In the Nursery, the activities provided are too limited in that they do not give children opportunities to explore their environment and ask questions. Children in the Nursery and Reception classes are given opportunities to use computers and are making good progress in developing these skills.

Children in the Reception class are confident in using a 'paint' programme on the computer and know how to save and print their work.

### **Physical development**

Provision for physical development is **satisfactory**.

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

- Outdoor and indoor areas are used well to provide a wide range of challenging activities in Reception.
- Lessons outdoors for Nursery children are not planned well enough and lack precise focus.

#### **Commentary**

52. In the Nursery, children have access to their own secure outdoor learning area. During the inspection when this was used, the children played freely and activities were not planned rigorously to promote physical development. In their structured lesson in the school hall, the pace of learning was slow and activities were not well matched to children's stages of physical development.

53. In the Reception class, children are given good opportunities to develop their physical skills. They are agile and work with energy. Children climb and balance with increasing skill. They also handle pencils, brushes and other small tools well. They are likely to attain the expected levels for this aspect of learning by the end of the Reception Year.

### **Creative development**

54. It was not possible to make an overall judgement on provision or standards. In the Reception class, there are good opportunities for children to engage in drama and role play activities, such as enacting the Cinderella story. Opportunities for such activity are very limited in the Nursery.

## **SUBJECTS IN KEY STAGE 1**

### **English**

Provision in English is **satisfactory**.

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

- Literacy is used well in other curriculum areas.
- The number of pupils reaching the higher levels in reading is above average.
- A higher than average proportion of pupils attain low standards in reading and writing.
- Marking does not always give pupils good information about how well they are doing or what they need to do to improve.
- Pupils' speaking and listening skills are below average.

#### **Commentary**

55. The results of the national tests in English were a little lower in 2003 than in the previous year. Standards in reading were broadly in line with the national average. The proportion of pupils attaining the higher level (Level 3) in reading was above the national average, but more than average attained levels well below those expected. The proportion of pupils attaining the higher level in writing was a little above the national average, but again a higher than average proportion attained lower than expected levels. Standards have varied from year to year because of the make-up of particular groups of pupils. There have also been several staff changes in recent years, which has interrupted the flow of pupils' learning experiences.

56. Pupils enter the school with skills in speaking that are below average. The school is currently working hard on improving the transition from Foundation Stage to Year 1. This has included a greater focus on role-play and other opportunities to develop pupils' speaking skills. In Year 2, for example, staff made good use of role-play in a history lesson. This gave pupils good opportunities to practise their speaking skills.

57. Pupils whose first language is not English make satisfactory progress. They quickly develop a social vocabulary in the Nursery and Reception classes and are well motivated, accepted and integrated into classes in Years 1 and 2. Pupils with SEN make satisfactory progress overall in their reading, writing, speaking and listening skills. Their learning is supported well by the way that teachers group pupils according to their ability for lessons, and by the intervention of learning support assistants, who give one-to-one tuition where it is needed.

58. Achievement in reading is satisfactory by the end of Year 2. Pupils enjoy reading. Higher attaining pupils read competently and confidently with expression from books in the reading scheme. Lower attaining pupils have weaker strategies for sounding out letters correctly and are sometimes unable to blend and build words. Progress in writing is good. Pupils practise their handwriting skills regularly and most are able to use neatly presented joined script successfully by Year 2. Higher attaining pupils spell well and write in sentences, with good attention to grammar and punctuation. They begin to produce extended pieces of imaginative and descriptive writing, as when describing the Great Fire of London.

59. Teaching was satisfactory overall in the lessons seen. Teachers have a secure understanding of the National Literacy Strategy. Because pupils' attainment is below average overall, teachers tend to focus on discrete skills such as spelling and handwriting. However, these are not taught in context and pupils do not then transfer them to their independent writing. Pupils of different abilities were set the same task in most lessons and in the samples of pupils' work. This means that pupils do not always make the progress they should. Marking of pupils' work varies and does not always help pupils to understand how well they are doing or what they need to do to improve. Some good examples of marking were seen and the school is working on developing teachers' expertise in this area.

60. The subject is well led. Staff are working hard to improve pupils' attainment in English. In order to improve standards of spelling and handwriting, the school has introduced daily practice sessions. Teachers report that pupils' handwriting is significantly better in the current year than it was previously. In both Year 1 and Year 2, teachers are using the additional literacy strategies to support lower attaining pupils. The impact of this has yet to be evaluated.

### **The use of language and literacy skills across the curriculum**

61. This aspect of the school's work is in need of further development. In Year 2, pupils write up their science experiments. However, their written answers are brief in some subjects, though they are given opportunities to practise their speaking skills, for instance when they explain their methods of calculating in mathematics. In history and geography, most pupils write about their work but lower attaining pupils are not expected to write. Pupils' speaking skills are used well in religious education and they use the subject vocabulary well.

## **MATHEMATICS**

The quality of provision is **satisfactory**.

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

- Standards in Year 2 are below average but pupils make satisfactory progress.
- Pupils have positive attitudes to mathematics.
- Subject leadership is good.
- What pupils are intended to learn is not explained to them often enough at the start of lessons.

### **Commentary**

62. Attainment in mathematics is below the national average. However, achievement and progress are at least satisfactory and often good. Most pupils in Year 2 are well aware of shape names and their attributes. Number work is less secure. The recent emphasis on using mathematics and explaining methods is improving standards. Pupils are describing their methods quite fully using correct vocabulary, but their answers are often short or even just a few words. Higher attaining pupils understand place value for tens and units, and measure and draw lines in centimetres. Lower attaining pupils explore ways of making twenty pence using different coins. Pupils with SEN make satisfactory progress in their number skills.

63. Teaching and learning are satisfactory. Pupils are introduced to new skills and knowledge at a sound pace. Concepts are often interestingly presented, which promotes positive attitudes towards the subject and encourages pupils to work hard. Pupils behave well in most classes because the work is interesting and teachers do their best to involve everyone. Teachers promote pupils' recording in their own way well but occasionally they take this too far. For instance in a lesson on finding ways of making 50p with different coins, the need for pupils to record straight away prevented them from finding lots of ways of making 50p. Teachers usually ensure that tasks are suitable for the different groups and that support is available to those who need it most. However, sometimes a similar worksheet is used for the highest and lowest attaining pupils, for example, in a Year 2 exercise on sorting shapes. Teachers need to demonstrate model answers more often so that pupils learn what is expected of them.

64. In most classes, pupils are expected to say how they reached a result. This helps reinforce their understanding. However, teachers do not always explain to the class at the start of each lesson what they are to learn. If this were done more consistently, pupils would be more alert to what was required of them and they could evaluate what they had learned at the end of the lesson. Books are generally marked up to date and are full of praise for the pupils' efforts, but there are too few indications of how pupils might improve their work next time.

65. The subject is well led. There is a clear focus on raising standards and improving the quality of teaching. Planning, teaching and pupils' work have all been monitored, and teachers have been given feedback by the subject leader. This has improved teaching. The new subject leader has continued the move towards greater use of mathematical skills and vocabulary, and this is starting to have a positive effect on pupils' learning. Target setting for individual pupils is not yet in place. No issues were raised in the last inspection. Management is now stronger but standards are lower, though on balance the overall improvement has been satisfactory.

### **Mathematics across the curriculum**

66. Pupils use their mathematics skills in science and topic work quite regularly but this aspect of mathematics is incidental rather than planned. Good examples of using block graphs to present information gained from science experiments were observed. For instance, pupils in Year 1 show their favourite tastes using a colourful block graph. Pupils use large numbers in history confidently,

even though they are outside the range they usually work with in mathematics lessons. For example, they write that the Great Fire of London destroyed 1300 homes. In a Year 1 class, a very clever poster of the day's lessons helps pupils understand more about telling the time.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses:

- Teaching is good.
- Attainment is in line with national expectations.
- There is good planning of investigative activities.
- Learning support staff give effective support to pupils' learning.
- Subject leadership is good.
- Tasks for lower attaining pupils are not always appropriate.

### Commentary

67. Achievement in lessons and in pupils' workbooks is good. Year 1 pupils understand and name the five senses. Higher attaining pupils make investigations with sound and know that a drum vibrates and the sound travels through the air to your ear and then to the brain. They use and understand a good range of vocabulary, such as 'cochlea' and 'vibrate'. They experiment with tuning forks in a dish of water, observe the wave patterns and write and draw about what they discover. Lower attaining pupils recall parts of the body and take part in simple experiments with sound.

68. Pupils make good progress over time, so that they are achieving well by the end of Year 2. They understand the properties of electricity and know that it can be dangerous. They carry out simple investigations to discover how electricity 'flows'. Higher attaining pupils know that power comes from a battery to light a bulb and that a circuit is needed to connect them. They understand the properties of pulleys and make good models to demonstrate how they work. Lower attaining pupils can sort materials according to their different properties, but find some concepts hard to understand and have difficulty recording their work.

69. Teaching and learning are good. Lessons are well planned, with interesting activities and experiments to capture pupils' enthusiasm and imagination and to challenge their thinking. Teachers use the skills of learning support assistants well to help pupils in group-work and, in particular, to record pupils' progress. Good use is made of assessment to inform future planning. Staff create good opportunities for pupils to use their speaking and listening skills and to extend their vocabulary with spelling lists of words needed in science. Written tasks are appropriate for more able pupils, but staff do not always make clear how they expect lower attaining pupils to record their answers. Marking is not consistent across the subject and does not always show pupils how they can improve. Too little use is made of pupil self-evaluation.

70. The subject is well led and managed. The subject leader uses the time allocated for monitoring the quality of the curriculum and pupils' achievements well. Resources are good. The subject has improved since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

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

- Teaching and learning is good.
- The ICT suite is used effectively.
- Staff training has raised confidence in teaching.
- There is not enough software for pupils with SEN.
- Information and communication technology is used well across the other subjects.

### **Commentary**

71. Achievement is good overall. Pupils make satisfactory progress in Year 1, but are more confident and make good progress in Year 2. In Year 2, pupils understand that computers carry information and assist with a variety of activities. They are familiar with simple on-screen controls and know how to use them. In numeracy, pupils use a program that helps them with addition. They show good mouse control when dragging and dropping numbers from a number line on screen into the correct places. In science, pupils draw pictures of themselves with a paint program, using the paintbrush feature correctly.

72. In Year 2, pupils extend their skills significantly. Work in lessons, books and displays around the school shows that they are competent at controlling a range of computer programs and functions. Higher attaining pupils have good mouse control, and know many keyboard functions to make lists, edit, save and delete text. They type successfully and use word processing to support their literacy work. They understand how to input data for simple graphs in numeracy and science. Lower attaining pupils show good mouse control when using paint programs and creating word lists.

73. Teaching and learning are good. Recent training has raised staff confidence and provided the skills necessary for effective teaching. Teachers plan well for ICT in most subjects and make good use of the computers based in classrooms for general support to pupils' work. Teachers make good use of an electronic projector in whole-class sessions to demonstrate programs and the functions of keyboard and mouse. They also make effective use of the ICT suite for more specific teaching of computer skills. Pupils are challenged and engaged by the use of computers, and learning is frequently good. Learning support staff use the ICT suite well to teach groups of pupils. There is good assessment of pupils' progress and skills.

74. The enthusiastic and knowledgeable subject leader leads the subject well. There is a good ongoing programme of staff training. Careful monitoring of staff and pupils' views about ICT is used to develop the subject further. Future plans acknowledge the need for programs and hardware to support lower attaining pupils and those with SEN.

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

75. There has been a good improvement in the way that ICT is used to support other subjects since the last inspection. There are good examples of ICT used to extend pupils' learning in literacy, numeracy, science, art and design, history and design technology. Pupils confidently use the Internet to find further information, for example using the British Museum web site for work in history. Children in the Foundation Stage use computer-controlled toys as well as computer programs.

## Humanities

76. Work was sampled in **geography** but no lessons were observed so it is not possible to make an overall judgement on provision. Pupils' work and teachers' planning indicate that the curriculum is covered and that standards are in line with national expectations. The curriculum has improved considerably since the last inspection but there is still no assessment system.

## History

Provision in history is **good**.

### Main strengths and weaknesses:

- The curriculum has improved markedly since the last inspection.
- Standards are in line with national expectations.
- Teaching is lively and stimulating.

## Commentary

77. Teaching is good. Teachers present the topics in an interesting way, making good use of resources and accommodation to maintain pupils' interest. For instance, Samuel Pepys's room was recreated for Year 2 pupils in a role-play area and they used the school logbook as his diary. In addition, a learning support assistant guided and joined in with the pupils' play as they acted out the announcement of the 'Great Fire of London'. Higher attaining pupils found using the computers another stimulating activity. They accessed a site with 'before' and 'after' pictures of London in the 17<sup>th</sup> century. They identified which were before the 'Fire' and which were afterwards. They explained clearly the reasons for the fire spreading. Year 1 pupils were fascinated by the visit of a baby into school the week prior to the inspection. The beautiful storybook and photographs prepared by the teacher brought the detail back to them, reminding them of their own history. They gave answers to the teacher's questions, but they used limited vocabulary and weak grammar in their responses.

78. Teachers build well on what pupils already know, which leads to good achievement. Pupils learn new facts and some ideas about why things happen. They work hard, whether in discussion with one another or in writing in their workbooks. However, there is too much colouring in and too few opportunities for pupils to write. Tasks in Year 1 are almost all made up of drawings or pictures, with only higher attaining pupils writing a few words, for instance about the visit of the baby.

79. Leadership of the subject is good. The co-ordinator has improved provision for the subject by rewriting the planning, purchasing more objects and pictures and devising an assessment system.

## Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses:

- The curriculum now uses the locally Agreed Syllabus.
- Standards are in line with the expectations of the syllabus.
- Resources have improved and are used well.
- Pupils' progress is not assessed.

80. Since the last inspection, the school has improved the curriculum and now closely follows the locally Agreed Syllabus. It is used well by teachers and helps pupils to gradually build knowledge and understanding about the six major world faiths. In Year 2, standards are in line with those expected by the locally Agreed Syllabus. Pupils use their literacy skills well to write moving prayers of thanks

for all the good things of the harvest. They have a growing understanding of symbolism in religion, and higher and average attaining pupils write about it in their own words. In a sound lesson on Islam, pupils discussed the key symbols of the faith. The teacher made good use of the knowledge of Moslem pupils in the class, as well as a prayer mat and a Qu'ran, to teach the main points. An informative visit to a local church increased their understanding of Christian symbols.

81. Pupils' achievement is satisfactory and they learn new facts quickly. They work hard at their writing and join in discussions. Teachers use questions quite well but do not give examples of the responses they want from pupils often enough and so pupils are content to reply in short phrases or single words. Year 1 pupils learn stories from different religions. Year 2 pupils write and draw regularly in their books. They reproduce the important symbols of the major faiths and have some understanding of why they are important.

82. Management is satisfactory because there has been sound improvement since the last inspection. The recently appointed subject leader has organised the new resources so that they are easily available. There has been some scrutiny of pupils' work but little monitoring of planning. Assessment procedures are not yet in place.

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

Only one lesson was seen in art and design. Two were seen in music and three in physical education. None were seen in design and technology.

### **Art and design**

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

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

- Art is used well to support all subjects.
- Very good displays value pupils' work.

### **Commentary**

83. Although only one lesson was observed, this, together with an analysis of pupils' work, shows that achievement and progress in art are good.

84. In the lesson seen, pupils in Year 1 made good progress because of the good teaching. Pupils worked with powder paint and experimented at mixing colours to achieve accurate skin shades as part of their topic on self-portraits. Pupils showed good ideas and worked enthusiastically, testing different combinations of colours and using a mirror to test that they had the right shade. Work from a previous lesson shows very good progress in drawing skills for a full self-portrait, with good attention to proportion and detail on faces. Pupils' work on display in the classroom and around the school shows that they can create collages from wool and thread, make colourful patterns to celebrate Diwali, and recreate autumnal colours with textures of thick and thin paint. They make three dimensional patterns and imprints in clay, with a good link to mathematics.

85. Progress in Year 2 remains good. In a topic on the seaside, pupils create collages using wool and thread to show the colours of sand and sea. There are good links to literacy, with pupils choosing words to describe the seaside. They make prints in two colours, using thick paint and ink. In religious education, pupils use an ICT 'paint' program to draw and colour pictures of Rama and Sita. They make a delightful 'rangoli' pattern from dyed couscous and match the colours of mendhi hand paintings using fabric crayons.

86. Pupils in both years use computer programs to create artwork. They use the mouse skilfully to drag, fill, draw and delete when creating patterns and shapes.

## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses:

- Achievement and progress are good.
- Teaching of gymnastics is good because the teacher tells the pupils how they can improve their skills.
- Pupils put out equipment in the hall safely.

## Commentary

87. In Year 1, pupils show good mobility and move well around the hall. They follow the teachers' instructions carefully and understand what they have to do. They show different ways of moving and balancing as they travel over objects, such as mats, benches and balancing beams. By Year 2, pupils have greater confidence in their movements and move across the apparatus imaginatively, using different types of travel and balance. In dance, pupils have good recall of what they learnt in a previous lesson and build on this knowledge to show good coordinated movements with their whole bodies. They describe circles of different sizes with their hands, fingers, arms and legs. Pupils work cooperatively with a partner to develop their ideas. They confidently demonstrate their movements to the class when asked by the teacher. Pupils work together to put out and tidy away equipment and understand how to do this safely.

88. Teaching is good because teachers are well prepared, give clear verbal instructions and choose activities that challenge and motivate pupils to participate well and with enjoyment. Learning support assistants are used effectively to record pupils' progress. The new subject leader has attended specific training courses and has good ideas for the future development of the subject. There are good resources.

## Music

Provision in music is **satisfactory**.

89. Two music lessons were observed. The school employs a specialist teacher who took both these lessons. A singing practice assembly was also observed. The specialist teacher has good subject knowledge, which was used effectively to promote pupils' skills and knowledge in Year 2. However, the lesson for Year 1 was very similar but was not as well matched to pupils' learning needs. Pupils sing well in assemblies.

90. **In design and technology**, no lessons were seen and there is not enough evidence to judge the quality of provision. However, pupils' work on display and in their workbooks shows at least satisfactory achievement. Good use is made of design and technology to support other subjects, including literacy, science and history. Pupils make good models, using card and boxes, to illustrate the story of 'The lighthouse keeper's lunch'. They explain how they made the model and why, and list the stages of construction. They understand the use of the pulleys they create as part of their science work. In history, pupils make good models of a Norman castle from cardboard. They make bread, list the ingredients and accurately follow the instructions they read in the recipe.

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

91. No lessons were observed so no judgement is made about provision for this subject. From a scrutiny of planning, it is evident that the curriculum is comprehensive, well planned and meets requirements. Every class has a weekly lesson. Good links are made between subjects; for instance pupils discuss their feelings as part of a religious education lesson. Health education fits well into science topics, such as 'Ourselves', and into physical education lessons, where pupils learn about the need for and the effect of exercise.

92. The whole PSHE programme contributes well to pupils' development. The impact is a well ordered school with healthy, cheerful pupils who are confident in themselves and in their interaction with adults.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</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>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
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	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	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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