

# INSPECTION REPORT

## **EMMBROOK INFANT SCHOOL**

Wokingham

LEA area: Wokingham

Unique reference number: 109855

Headteacher: Mrs E Shore

Lead inspector: Mr D Marshall

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> June 2005

Inspection number: 266797

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant  
School category: Community  
Age range of pupils: 5 to 7  
Gender of pupils: Mixed  
Number on roll: 160

School address: Emmbrook Road  
Wokingham  
Berkshire  
Postcode: RG41 1JR

Telephone number: 0118 9784259  
Fax number: 0118 9795004

Appropriate authority: The Governing Body  
Name of chair of governors: Miss P Wilson  
Date of previous inspection: May 1999

## **CHARACTERISTICS OF THE SCHOOL**

Emmbrook Infant School is a community school in a rural location on the outskirts of Wokingham, in the Thames Valley, situated on a large open site shared with the junior school.

The number on roll varies throughout the year from approximately 125 in September, rising to around 160 in the summer term. The proportion of pupils claiming free school meals is 5%, which is below the national average. The pupils' level of attainment is average on entry to the school. There are 18 pupils with special educational needs, around 13%, which is in line with the national average. Six pupils have statements of particular need. This last figure is well above the national average. Three of these statements are for hearing impaired pupils. Emmbrook is a designated school for hearing impaired children and has both aural and signing pupils. Emmbrook is in an area of low cultural and ethnic diversity and there is one pupils on roll with English as an additional language.

Pupil mobility is about average; nine pupils joined the school other than at the usual time of first admission and nine left.

The school has breakfast, after-school and holiday clubs run from an onsite bungalow.

The school achieved the Healthy Schools Gold Award in 2004 and the Silver Artsmark in 2005.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	Mathematics Science Art and design Design and technology Information and communication technology Physical education Foundation Stage
9391	Norma Ball	Lay inspector	
23300	Lily Evans	Team inspector	English Geography History Religious education Music Special educational needs

The inspection contractor was:

Serco QAA

Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>18</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>22</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>34</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Emmbrook is a good school where children achieve well.** Standards in most subjects are above average by the time pupils leave school. Pupils achieve very well in their personal development. Achievement is good because teaching and learning are effective and the school is very well led by the headteacher and effectively managed. The school provides good value for money.

The school's main strengths and weaknesses are:

- The quality of teaching is good.
- Pupils are very well cared for and are provided with very good quality support and guidance.
- Leadership by the headteacher is very good and the school is well managed. Governors support the school well and make an important contribution.
- The curriculum is well balanced and enriched by a very good range of additional activities.
- Pupils have very good attitudes to work, behave very well and contribute very well to school life. Relationships are excellent.
- Provision for children in the reception classes is very good.
- Provision for pupils with special educational needs is good.
- In some subjects, checks on pupils' learning are not used well enough to raise standards for them all and pupils' targets are not kept sufficiently up to date.

The school has made good improvement since the last inspection in May 1999. All requirements of the last inspection have been met well. The school development plan is now a good, working document that is used effectively. Provision in the Reception Year, which was satisfactory, is now very good. Provision and standards in both information and communication technology (ICT) and religious education have improved significantly. The assessment of pupils' work has improved well, but the way in which this information is used on a day-to-day basis needs further improvement to ensure that all pupils are properly challenged in all subjects. The effective work of the headteacher and staff has maintained the many good features noted at the time of the last inspection, and built on them by incorporating the many national initiatives well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	B	C	B	C
Writing	C	A	A	A
Mathematics	B	B	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with pupils claiming the same percentage of free school meals.*

**Overall achievement is good from Reception to Year 2.** It is very good for the full-time pupils in the Foundation Stage and good throughout the rest of the school. Children start in the Foundation

Stage with average skills overall. Children are very well taught and despite the fact that they come from different playgroups, and a third of them only have one term, part-time, before entering Year 1, they all are well prepared for the National Curriculum. Standards are currently above average overall, but particularly in their creative and language development, physical and personal development. Pupils work hard in Years 1 and 2. Standards in the National Curriculum tests of 2004 for Year 2 pupils were as shown in the table above, and standards in science were judged to be broadly average. Standards in Year 2 now are above average in writing, science and mathematics and well above average in reading, where there has been a special emphasis this year. Standards are high in art and design. Pupils with special educational needs make good progress and many achieve standards in line with their peer group by the time they leave school. Some hearing impaired pupils make very good progress over time in acquiring language skills.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** As a result, they have very positive attitudes to school. They are enthusiastic and motivated, and enjoy coming to school. Pupils' behaviour is very good. They form excellent relationships, are keen to help each other and enjoy each other's success. Attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good.** In the best lessons teachers ask probing questions and listen to pupils' ideas, praising them so that they want to try even harder, and all staff treat pupils fairly. Teachers manage pupils very well and secure high standards of behaviour. The very good quality of teaching in the reception classes reflects very great care and skilled management on behalf of all adults. Throughout the school, teachers have good subject knowledge, use a wide range of teaching methods and resources and plan lessons effectively. The quality of whole-class teaching in the literacy and numeracy sessions is good. Pupils who require specialised teaching in the resource centre for hearing impaired pupils consistently receive a very good quality of teaching. Throughout the school teaching assistants are very well deployed and make a very effective contribution to pupils' learning. Assessment information about what pupils know, understand and can do in English and mathematics is detailed, and used well to make the work relevant to pupils' needs in some classes, but not consistently in all. This means that some pupils show less interest or make slower progress than they might. Targets are set but are not always revisited or monitored, and this means that some pupils do not get involved enough in understanding what they are trying to learn. The curriculum throughout the school is good and well planned, and there is a rich range of activities outside lessons. Provision for pupils with special educational needs is good. Procedures for child protection are very good. The school has very good links with other schools and the local community. Partnerships with parents are very good. Parents are kept well informed of their children's progress and support the school well.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher's very good leadership provides a secure and welcoming environment that ensures all staff and pupils are valued and fully included in the life of the school. The head works very well with all staff to raise standards. Management of the school is good; all staff manage their areas of responsibility well, work as a team and share a vision for future improvement. Overall, governance is good and ensures that the school's work meets all legal requirements. Governors show a strong commitment to supporting the school and organise their work well.

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

Parents have a high regard for the school and the place it has in the local community. They provide very good support in many areas of the school. The Parent Teacher Association's efforts have provided many valuable additions to the school. Pupils enjoy school and are proud of it, and enjoy the very good support they receive.

### **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve so that standards are raised further is:

- Use the results of assessment procedures more effectively to:
  - a) consistently set targets for improvement for all pupils that are individual, measurable and are kept up-to-date, and
  - b) refine the work set in lessons to fully meet the needs of pupils of different abilities.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good throughout the school. Standards have improved overall since the last inspection and are now above average overall. The achievement of pupils with special educational needs is also good.

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

- In the reception classes, children's learning is very good and standards are above average.
- Standards observed during the inspection in Year 2 in English, mathematics and science are above average.
- Standards in art and design are well above average.
- In ICT and religious education pupils achieve well and standards are above expectations for their age, although in these and other subjects some pupils could achieve more.
- Pupils with special educational needs, including those pupils in the resource centre, achieve well, and some hearing impaired pupils make very good progress in acquiring language skills.

#### **Commentary**

1. The provision for children in the reception year is very good. Very good teaching and curriculum planning give the school the capacity to continue its current very good level of provision. All children make very good progress overall from an average starting point. The very good teaching means that despite the fact the children come from different playgroups, and a third of them only have one term, part-time, before entering Year 1, they all are well prepared for the National Curriculum. Their attainment is above average in communication, language and literacy, physical development, creative development and their personal development, and average in the other areas of learning. Children with special educational needs are identified quickly and made good progress in the lessons observed.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	16.6 (15.7)	15.8 (15.7)
Writing	16.7 (15.9)	14.6 (14.6)
Mathematics	17.3 (16.9)	16.2 (16.3)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

2. Over the last four years the school's results in the national tests for Year 2 pupils have shown significant improvement. The change for the better has been above the national trend of improvement. Standards in the National Curriculum tests of 2004 for Year 2 pupils were above average in reading and mathematics, and well above average in writing. When compared to similar schools, pupils' attainment in the same tests was

average in reading and mathematics, and well above average in writing, a good level of progress. The number of pupils reaching the higher Level 3 was well above average in reading and mathematics and above average in writing when compared to all schools.

3. Standards in the current Year 2 are above average overall in English, mathematics and science. Inspection evidence shows that standards in speaking and listening have risen from average on entry to the school to above average now when pupils are leaving. Most pupils speak clearly and with great confidence. Their pronunciation is good and they show great willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 2 are well above average because of the good teaching of basic reading skills. Pupils read a wide range of books and keep clear records of their reading. Writing is now progressing well and standards also rise as pupils move through the school; they are currently above average in Year 2.
4. Standards in mathematics also rise well through the school. In previous years, standards by the end of Year 2 have generally been above the national average. Pupils achieve well overall since they generally enter the school with average standards and are on course to leave with above average standards. This is because of the consistently good teaching throughout the school. Achievement by the end of Year 2 is good. Both boys and girls do equally well in the various strands of the subject although using and applying mathematics in other subjects could be better.
5. In science, standards in school have risen and are continuing to improve. The pupils enter the school with average attainment in their knowledge and understanding of the world. Pupils achieve well because the teaching and learning in science are good throughout the school and standards reached are now above average. In 2004 the number of pupils judged to have achieved the expected level, and the higher Level 3, in science was in line with that found nationally. There is a rising trend of improvement as pupils consolidate their skills well.
6. Pupils with special educational needs, including those pupils attached to the resource centre, achieve well, and some hearing impaired pupils make very good progress over time in acquiring language skills. Good individual education plans are provided for all pupils, with clear targets for improvement to ensure work is matched to their ability effectively. Teaching assistants maintain good progress by focusing on individuals and small groups. There are more pupils with statements of particular need than in most schools and some of these attain below the national expectation which affects comparisons with similar schools. However, most pupils do reach the national expectation because of the effective well-planned support in the classroom.
7. The consistently good teaching and good leadership of subjects ensure that throughout the school pupils continue to achieve well. Currently standards are well above average in art and design. Standards in ICT are usually above average for their age. Achievement is satisfactory in the other non-core subjects, but with better use of on-going assessment to modify pupils' individual targets it would be enhanced.

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

Pupils' attendance is good and they arrive at school on time. Pupils behave very well and in lessons they show a very strong desire to learn and achieve well; attitudes are very good. The spiritual, moral and social development of pupils is very good and their cultural development is good.

## **Main strengths and weaknesses**

- Pupils behave very well in lessons and around the school.
- Pupils are keen to learn and show very positive attitudes in class.
- Excellent relationships at every level are a feature of the school.
- Good attendance has been maintained, but a number of families take holidays in term time.
- Pupils' personal development is very good overall.

## **Commentary**

8. Pupils are proud of their school and come with a very strong wish to do the best they can. Parents are very appreciative of the fact that their children like school and are encouraged to become caring young people. Pupils work with enthusiasm, listen carefully to their teacher and to each other, and show real enjoyment in what they do. They work well in small groups and also like class discussions, where they share their ideas with growing confidence. Pupils know their ideas are valued and respected and this greatly assists the excellent development of the confidence and self-esteem of pupils as they move through the school.
9. Behaviour is very good. Pupils respect the behaviour code and meet the high expectations that are set. All adults have a fair and consistent approach to managing behaviour and pupils recognise and value this. They know and understand the golden rules and greatly enjoy the praise and rewards they receive for their good work and behaviour. Pupils feel confident that they can share problems with adults. Relationships at every level are of the highest order and this contributes to the very constructive learning environment that exists in classes and the special caring ethos of the school.
10. Pupils carry out a number of responsibilities in class and around the school with pride and dignity. They feel they have a part to play in making their school a happy and well-ordered place and this helps develop a mature and responsible attitude. They are rightly proud of the school council and the lead they give and also the projects such as the development of the school garden in which they have been involved. They show care and understanding for each other and are sensitive to the needs of all their school friends, especially those with visual or hearing impairment, because they understand that everyone in their school community is respected and valued.
11. Pupils understand that each one of them is special and that what they do affects other people, and this contributes to the very good ethos in the school. They understand very clearly the difference between right and wrong. Good opportunities are planned in lessons, especially in discussions known as 'circle time', and also in assemblies to discuss important social and moral issues. Pupils consider the rights and wrongs of situations, how things can be improved and that each of them has a special part to play in their school, and in life outside of school. They enjoy raising money for charities, recognising that they can help others less fortunate than themselves. From their class studies and from visitors, they gain a good understanding of their own culture and history. They value nature and wildlife and are very proud of the plants and vegetables they have grown in the school garden and the sensory garden that they are working on. Pupils with special educational needs, including pupils from the resource

centre, have very good attitudes to learning and behave well around school. This is because the school teaches tolerance and understanding of each other. Pupils who are not hearing impaired learn to sign because they want to be able to communicate with hearing impaired pupils.

12. There are planned opportunities in assemblies to reflect quietly and consider the lives and contributions of famous people to improve the world and lives of other people. Lessons also provide some magical opportunities for pupils to experience great excitement, for example a Year 2 class were very thrilled by patchwork quilts they were shown in a design and technology class and took great delight in exploring all the colours and fabrics used to make the quilts. It is also through the gentle care that is shown to pupils on a daily basis that a positive contribution is made to their spiritual development. Pupils understand that people come from different backgrounds, cultures and faiths and they show respect for others, especially within their own school community. Their cultural development is good and this area has improved since the last inspection.

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

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.1	National data	0.4

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

13. Attendance is above the national median and there is no unauthorised absence. In each year group there are a number of families who take holidays in term time despite efforts by the school to persuade parents not to take pupils out of school and miss some of their lessons. Overall the majority of pupils attend promptly and regularly. Attendance is monitored appropriately by the school.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. Teaching and learning are good throughout the school and so pupils achieve well. Assessment is satisfactory. There is very good provision for pupils' care and welfare. The school has very good links with parents, and good links with other schools and the local community.

**Teaching and learning**

Teaching and learning are good throughout the school and the staff have successfully built on the standards in learning identified at the last inspection. Assessment is sound overall.

**Main strengths and weaknesses**

- Teachers motivate and manage pupils well, promoting very good relationships and behaviour and securing their commitment to learning.
- Lesson planning is detailed and thorough, giving most lessons purpose and drive.
- In English, mathematics and science, teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.

- Assessment procedures are detailed in the core subjects of English, mathematics and science, but the use of assessment information on a day-to-day basis requires improvement and targets are not used rigorously enough.
- The provision for pupils with special educational needs is good and this promotes good achievement.

## Commentary

### Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	11	2	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.*

- The very good quality of teaching in the Foundation Stage reflects a very good understanding of the early years curriculum and skilled management. The teachers and classroom assistants provide a broad, very interesting curriculum that engages children effectively. They draw on their knowledge of individual children to ensure that learning is relevant to their developing needs. Expectations in terms of learning and social skills are high, resulting in very good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning. Therefore, despite the fact the children come from different playgroups, and a third of them only have one term, part-time, before entering Year 1, they all are well prepared for the National Curriculum. The pace of learning for all pupils in Years 1 and 2 is, therefore, enabled to be the same. This ensures that the school's aim to be truly inclusive and offer an equal opportunity to all pupils is being realised by the very good Foundation Stage provision.
- The good teaching throughout the rest of the school uses pupils' energy and enthusiasm effectively to promote learning well. Teachers manage pupils well, insisting on and securing high standards of behaviour. Teachers plan lessons carefully to create a good learning atmosphere. An excellent example was in an outstanding art and design lesson in Year 1, where the teacher enabled all pupils to create two different sculptures, from very different materials, with great care. At the end of the lesson all involved felt a great sense of achievement in what they had created.
- Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well. An example of this was a very good mathematics lesson in Year 2 where the teacher enabled the pupils to really understand how Carroll diagrams can be used to sort data through her very good use of the interactive whiteboard and the full involvement of all pupils. Teaching assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
- Teachers include pupils with special educational needs fully in lessons because they plan work at an appropriate level. Pupils have good support from well-trained teaching assistants both in lessons and on withdrawal in small groups. Pupils with sensory impairment have learning aids and seating positions that enable them to learn as well as they can. A few pupils with specific reading difficulties would benefit from more specialised approaches to learning to read and spell such as those used with hearing

impaired pupils. Pupils with motor skills difficulties have special programmes, which help their development of skills. Individual education plan targets are well chosen and achievable. They are regularly reviewed and shared with parents and new and appropriate targets identified. Pupils who require specialised provision in the resource centre for hearing impaired pupils have very good quality teaching. The quiet environment, planned activities and individually tailored communication modes enable pupils to make the best progress they can and always support learning in the main class.

18. Assessment arrangements for English, mathematics and science are detailed, but are not always used effectively. Good analysis of standardised tests is undertaken and areas of weakness are identified. The school has a useful system for identifying pupils' targets and tracking their progress towards them. However, the system is not consistently applied in English and mathematics. This means that targets are not always checked and so pupils lose some involvement in the learning process. They are also sometimes not revised frequently enough. All teachers use informal assessments to gauge all pupils' understanding in lessons. The information from these checks on pupils' progress is not consistently used by all teachers to modify the plans for the next lesson to meet the needs of pupils with different levels of ability. As a result, some lessons, though broadly satisfactory, are not always sufficiently challenging for some pupils. This in turn means that some pupils show less interest or make slower progress than they might. This slower progress resulting from less well focussed tasks was also evident in some of the pupils' recorded work. There is now a good school policy for marking written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Teachers mark pupils' work carefully, usually giving them clear advice on how to improve. These arrangements motivate pupils, encourage positive attitudes to learning and promote good progress. Homework is used appropriately to support pupils' progress throughout the school.

## **The curriculum**

The curriculum offered by the school is good. It is enriched very well by a wide range of extra-curricular activities and visits. The accommodation and resources are good.

## **Main strengths and weaknesses**

- The curriculum is planned well.
- There is a very good range of extra-curricular activities and a very good range of visitors to the school.
- Provision for pupils with special educational needs is good.
- The school prepares pupils very well for the next stage of their education.
- There is a good match of teachers and support staff to the needs of the curriculum.

## **Commentary**

19. The school's curriculum meets all the legal requirements. The National Literacy and Numeracy Strategies have been implemented well and there is good coverage of other National Curriculum subjects. The school has clarified its teaching of religious education to meet the requirements of the local authority's agreed syllabus, and there is a good programme of personal, social and health education. The curriculum is broadened by focus weeks which concentrate on an element which crosses subject boundaries, such as investigative skills. It has also made very good use of visitors,

such as a puppet workshop, storytellers, peripatetic musical instrument teachers and a skipping workshop and other sports training, to offer opportunities to all pupils to develop their talents.

20. The very good range of extra-curricular activities includes choir, dance, puppet club, country dancing, a computer and art club. There are opportunities for pupils to take part in an annual production and also sporting competitions. Teachers are very aware of the needs of the pupils with special educational needs in their classes and they plan learning opportunities accordingly. Individual education plan targets are well selected to move pupils forward. Targets are specific and achievable with progress towards them regularly evaluated. Teachers and teaching assistants ensure that pupils with a statement of special educational needs are well supported, and that work on withdrawal from class supports the same learning in class. Pupils with a statement of special educational needs have specialist support and programmes from speech and language therapy and teachers of hearing impairment, which meet their needs and address difficulties very well.
21. The school's accommodation allows the curriculum to be taught effectively, with good outside areas, including a field and a sensory garden. The school has a strong team of teachers and teaching assistants, with a good mix of experience and qualifications, including in special educational needs and for hearing impaired children. There are good resources to enable teachers to meet the demands of the curriculum; those for art and design and design and technology are particularly good.

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

The school provides a very caring environment for pupils and their welfare, health and safety are very good. Monitoring of personal and academic development is satisfactory. Pupils' views are sought regularly and greatly valued; their involvement is very good.

### **Main strengths and weaknesses**

- A high priority is assigned to the care, welfare, health and safety of pupils.
- The school council is an active body and greatly valued in the school.
- Pupils' views are respected and important in the school.
- Pupils feel very confident that they are well cared for by staff.

### **Commentary**

22. Pupils are very well cared for throughout the school day by all staff in a caring and very inclusive community. Pupils recognise this and show confidence in the staff who look after them, and a willingness to share their worries and concerns and know that staff will listen to them and try to help. The recent and very successful initiative in healthy eating is greatly supported by pupils, who recognise that this is important for their future health. Outside agencies are well used, for example the school nurse offers regular surgery sessions. Child protection matters are very well managed. Policies relating to health and safety are implemented well and regular inspections of the school premises and equipment are carried out. Safe practices are followed during lessons, and there are strict rules about safe access to the Internet. Pupils who are unwell are well cared for and a number of staff have qualifications in first aid.
23. Pupils with special educational needs are well cared for in school. They are involved in setting their own personal targets for each term but less involved in setting learning

targets. Pupils with sensory impairment have access to appropriate learning aids. Staff make very good use of the sound field system and radio aids which enable hearing impaired pupils to access learning as well as they can. Pupils tend not to be involved in annual reviews, but their views are taken into consideration.

24. Arrangements made for the introduction of new pupils and their parents at any stage are well structured and sensitive so that pupils and parents are relaxed and confident about joining the school community. Good links with local playgroups help ensure a smooth introduction to school life. Similar good arrangements for transfer to the junior school take some of the stress that parents and pupils might feel out of the move to the next stage of their education. Regular visits to the junior school and close links with junior staff ensure that all pupils are known as individuals before they join their new school.
25. Teachers and other adults know the pupils in their care very well. Personal development is sensibly monitored by teachers. A good range of information is collected about pupils' academic progress and is gradually being used to greater effect to guide and promote the achievement of pupils. Pupils feel that their work is well marked, and from this and teachers' comments they feel they know how well they are doing. However, the use of assessment data for target setting is still developing and as yet is not as effective as it might be as targets are not always sufficiently demanding or rigorously reviewed on a consistent basis. Overall monitoring of pupils' academic development is sound.
26. Pupils' views and ideas are greatly valued and used well and this is a very positive feature of the school. The school council represents all age groups in the school and is an important forum for pupils to express their views and share ideas about developments in the school. Council members take their role very seriously and show a very mature approach to their task. Through class discussions pupils share their ideas about projects and new initiatives as well as considering issues that arise in school from time to time. During the inspection, pupils were beginning to plan for their contributions to the summer fete, and they regularly decide about which charities they will support and how to help others.

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

The partnership with parents is very strong. Good links have been forged with the community and other schools and these are continuing to develop.

### **Main strengths and weaknesses**

- Parents value the very positive partnership with the school.
- Very good quality information is available to parents.
- Links with the junior school and playgroups are well used by the school to support pupils.
- A number of parents help in school on a regular basis.

### **Commentary**

27. Parents are very positive about all aspects of the school and the quality of education and care that it provides. They feel comfortable in approaching the school if they have

problems or concerns and feel that they and their children are treated fairly. They appreciate the way they are kept informed about their children and the welcoming approach from the school. Parents value the easy and regular channels of communication with the headteacher and teaching staff at the start and end of each school day. During the inspection a number of helpful discussions between parents and teachers were observed.

28. Parents are very well informed about the school through the prospectus, regular newsletters, and termly meetings for parents to learn of the progress their children are making. Annual reports are well set out, informative and give parents a secure picture of how their child has progressed during the year as well as highlighting areas in which they can improve their work. A very good feature is the record kept of discussions with parents at progress meetings and the targets set for their children. The range and quality of the information provided for parents help ensure that they are kept fully involved as well as informed about the development of their children. Also valued by parents are the planned information sessions designed to help them understand new curriculum development and to help their children with work at home. Parents are fully included in any decisions about pupils with special educational needs and closely involved with annual reviews of pupils with a statement of special educational needs. Outside professionals are consulted and involved when appropriate. The teacher in charge of the hearing impaired pupils also has responsibility for reception and the junior school, so there is very good cohesion between the different stages.
29. Parents provide very good support in many areas of the school on a regular basis and this support is greatly valued. The Parent Teacher Association is both a social and fundraising group and through their efforts there have been valuable additions to the school, for example in the playground facilities. The links between the school and the community are good. People from the local community make good use of the school facilities, including public meetings and renting of the school premises for activities. Local residents are invited to join the school community to enjoy school productions, fairs and sports events. Pupils like to meet local residents and enjoy such things as sharing harvest festival gifts, and this adds greatly to their maturity and sense of awareness of the world around them. There are also some very helpful links with local business that provide support to the school, for example in funds and equipment made available to help with the garden development.
30. There are strong partnerships with playgroups and with the local junior school to which most pupils transfer at the end of Year 2. These links are well used to promote the smooth transfer of pupils so that they feel familiar with and comfortable about their new learning area before they move. The school provides regular placements for teachers in training and also for secondary school pupils on work experience projects. Partnerships with local schools and educational establishments are well planned by the school and used to great effect to support the learning of both pupils and adults in training.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The leadership of the headteacher is very good and that of other key staff is good. Management is good. Governance is good.

### **Main strengths and weaknesses**

- The school is highly committed to inclusion and to creating a caring and happy environment.
- The headteacher and other key staff provide very good pastoral care whilst seeking for self-improvement and rising standards.
- The school development plan is comprehensive, well structured and planned over the next three years.
- The governing body supports strategic planning well. This has culminated in good improvement since the last report.
- Financial management is very good.

## **Commentary**

31. The headteacher is a strong and quietly determined leader, who has a clear vision for the school, which she works hard to achieve. The headteacher and senior staff share with the governors a commitment to provide high quality personal care for pupils, allied with a drive to improve the achievements of all. This commitment, guided skilfully by the headteacher and other senior staff, has ensured good improvements since the last inspection. Parents and pupils benefit greatly from the school's consistent concern to meet the personal needs of individuals. In this the headteacher and senior staff are excellent role models for the staff at the school, and for the wider community. Leadership and inclusion are strengths of the school. The headteacher and governing body are committed to supporting all pupils and involving their parents in the work of the school. The management of support for pupils with special educational needs, the hearing impaired and gifted and talented pupils is good. The headteacher has reviewed the management structure of the school and now has a strong senior management team and subject leader teams with clearly defined roles and responsibilities. There is good commitment to improving achievement.
32. Governance is good. Governors are very involved in, and committed to support, the work of the school. They understand the strengths and weaknesses well and see the importance of building on achievements and raising standards, and the strong inclusive ethos of the school. Several governors are volunteers in the school and this gives them first-hand knowledge and understanding whilst enabling them to challenge the headteacher from a position of strength. All statutory requirements are met.
33. In working towards improving standards, the school has made positive strides forward by creating a senior management team that includes the finance manager, who provides a direct link with subject leaders and has a role in promoting professional training of all staff. Management of the curriculum is led by the headteacher but takes place through subject managers who have a second person to support the role from another year group. The Foundation Stage manager also has a subject leadership role in order to unite the two stages. Through this organisation, there is a clear overview of each subject. The school development plan is prioritised well and subject leaders have a clear view of what they need to achieve within their areas of responsibility. Teachers also plan together in year groups, sharing the work and successful practice. Since the last inspection, assessment led by the deputy headteacher has been adopted in all subjects. Within the core subjects, assessment each term tracks progress made, but as yet the school is less secure in using the data to inform practice such as the updating of targets in the core subjects. The quality of teaching has been monitored by the headteacher, deputy headteacher and some subject leaders, and has had a positive impact on the overall quality of teaching since the last inspection. Monitoring of

work is ongoing by subject leaders and has led to improved consistency in marking and very good portfolios of pupils' work that are being used well.

34. The current teaching team and whole-school team are dedicated and hard working. They provide an ethos in this school of support and care. They are committed to the school doing its best to fulfil pupils' needs, both academically and socially. Newly qualified teachers and trainee teachers are very well inducted and supported in school by staff, mentors and the headteacher. Performance management and staff development have high priority for all staff and are linked to school development planning. The hearing impaired resource centre is very well managed. For example, teaching assistants and teaching staff undertake British Sign Language training and subject managers attend local cluster groups.
35. Governors are highly committed to the provision of a good quality learning environment led by the headteacher and are dedicated to helping the school achieve this. Since the last inspection, the new library and computer areas have been created and also the facilities for hearing impaired pupils. Much has been done to improve classroom acoustics and this work is ongoing. The improvements have a positive impact on allowing pupils to access the learning environments within school. Governors have a good range of strengths and promote the school within the local community and industries, although this is an area that could further develop.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	433,628
Total expenditure	433,275
Expenditure per pupil	2,437

Balances (£)	
Balance from previous year	2,551
Balance carried forward to the next	2,904

36. Financial management is very good. The headteacher, governors and bursar have managed the budget very carefully and have managed to achieve much within the limits of their resources.

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

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

37. The attainment of children entering the school is broadly average. As teachers concentrate on the development of personal and social skills, and the development of speaking and listening skills, children make very good progress and achieve above average standards in these areas. They achieve very well in all areas because the teaching is consistently very good and children's progress is carefully monitored. Another reason for the very good achievement is that the curriculum in both classes is well planned, with different areas of learning being integrated and therefore reinforcing learning. There is a good blend of child-initiated and teacher-directed activities, which are appropriate to the age and abilities of the children. One of the major outcomes of the strength of the provision is the way that, despite the fact the children come from different playgroups and a third of them only have one part-time term before entering Year 1, the very good teaching means they all are well prepared for the National Curriculum.
38. Leadership and management are very good, leading to very effective teamwork, a well-planned curriculum and a high level of care, guidance and support for children. The outdoor area is used well to support the work in the classroom and there are plans to extend the outdoor opportunities for learning. All adults manage children very well and this ensures that the needs of all children, including those with special educational needs, are very well met. By the time they leave the reception classes, children's attainment is consistently above that normally seen in communication, language and literacy, creative, physical and personal and social development.

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

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

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

- There are very positive relationships throughout the Foundation Stage.
- Adults provide very good role models.
- There are very good opportunities for children to develop independence.

#### **Commentary**

39. The very good teaching and learning in this area of development are based on adults' very high expectations of politeness and good behaviour, which are constantly reinforced. Children's independence progresses very well, as does their ability to work and play alongside others, and many children will have exceeded the early learning goals by the time they leave the reception classes.
40. Classrooms have a warm, welcoming, atmosphere in which young children feel safe and secure. Children's confidence develops very well and they very quickly learn to abide by class rules and follow routines. When working together on tasks, they show interest and share resources. Children play happily in the many stimulating activities in the classrooms, and are careful to change activities for themselves by choosing from

the many tasks on offer. Children learn to tidy away efficiently and with the minimum of fuss. The staff create a supportive atmosphere where each child feels very special. During the inspection children were purposefully engaged and showed consideration and respect for property and each other in both classes. Constant encouragement of every step of learning ensures that all children are learning to their capacity and they enter Year 1 able to take part in the National Curriculum regardless of how long they have been in the Foundation Stage.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The home-school reading system is very well established.
- Creative play areas are used very well to promote learning.
- Well-structured activities lead to children achieving very well.

### **Commentary**

41. Teaching and learning are very good and children achieve very well in speaking, listening, reading and writing. The majority of children will have achieved the early learning goals by the time they leave the reception classes, and many full-time children are exceeding them. In both reception classes the very good teaching is characterised by a very good knowledge and understanding of the needs of young children and the very well organised and exciting activities that motivate them. Children listen attentively to stories, and join in excitedly when their teachers ask them to. The use of a 'big book' about Farmer Duck with the older children stimulates their imagination, and this develops their speaking and listening skills well. Adults devote time to encourage children's speaking and listening skills and to develop and extend their vocabulary. Children practise the sounds of words well and this helps them to write new words.
42. In both classes, teachers have taken care to provide many opportunities for children to learn to write. The development of reading skills has a high priority and is well supported by parents. Children become confident in handling books and have different initial sounds to learn. They enjoy the support of one of the governors, who acts as school librarian and helps them change their books each week. Some children have already embarked on a systematic reading scheme and make very good progress with their reading.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teaching is consistently very good and results in children achieving very well.

### **Commentary**

43. Children make very good progress because of the very good teaching and learning. Standards are average in relation to the early learning goals for mathematics by the

time the children leave the reception classes. In both classes children learn to say and use number names and rhymes to five and enthusiastically sing their favourite rhymes and songs, and this reinforces their learning. Children investigate the properties of, and learn about, different shapes. Many of the older children already know the names of most shapes. For example, they can recognise coins and use them in their role-play when giving change at the vegetable shop. Children use their investigation skills well as they order vegetables by their length. Group activities relate particularly well to number work as well as other aspects of the curriculum. Mathematical language is emphasised and is woven into everyday activities as adults support children's learning.

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

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

### **Main strengths and weaknesses**

- Children are keen and eager to find out about the world around them.
- There is a good range of well-planned opportunities to learn about the wider world.
- Children achieve well as a result of very good teaching and standards are average by the end of the reception year.
- The teaching assistants provide good quality, valuable support in lessons.
- Adults encourage all children to ask questions, about how and why things happen.

### **Commentary**

44. Teaching is good and focuses well on exploring and investigating. Children enjoy learning and remain totally absorbed in the range of activities inside and outside. The activities, such as planting a very wide range of different vegetables in their garden, are very well developed with an imaginative use of resources and appropriate questioning. The support staff make effective interventions in activities and extend children's responses. Other stimulating activities for developing children's knowledge of growth and their use of senses for learning include the imaginative use of their story about Farmer Duck. Younger children develop the knowledge of 'jungle environment' through story, songs and role-play outdoors.
45. Resources of a good range and quality are used very well. Children thoroughly enjoy the experiences of working with sand, water and malleable materials such as play-dough. They use paint and mix different colours well, and all are able to name basic colours correctly. Children enjoy using their senses as they taste, smell and feel different fruits which they are going to draw. Children continue to develop their knowledge and understanding of the world as they engage in play in the well-equipped outside play area. They are encouraged to use appropriate language as they 'deliver' parcels and use road signs and traffic lights. Children are given many opportunities to play with a range of small world toys and building bricks.
46. Skills in ICT are reinforced as children use prepared programs on the classroom computer. Children in the reception class learn to 'drag and drop' pictures as they change the appearance of animals on the screen. They begin to use the mouse with confidence and demonstrate developing skills so that by the time they leave the reception class most are achieving above expectations for their age in this respect. Children have plenty of chances to learn about different cultures and faiths. They take part in celebrations of the festival of light - Diwali - and learn to make a diva pot and paint traditional rangoli and mendhi patterns. Children listen to the story of Rama and

Sita and write Diwali cards. They are introduced to Hanukkah and celebrate the Christian festival of Christmas by re-enacting the Nativity.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- There is a very good range of exciting activities.
- Teachers are very involved in very well structured role-play.

### **Commentary**

47. Children develop their skills well and make very good progress. The very good teaching ensures that children have a good understanding of their learning. Children express their feelings through a range of materials and media, music and movement, story making and imaginative play. In both classrooms children are surrounded by very good displays of their work. The use of colour and different textures stimulates children to produce high quality painting and collage work. In their music, children sing songs and rhymes and develop and extend their learning. The majority of children are likely to achieve the early learning goals by the time they leave the reception class, and many will exceed them.
48. Staff are careful to set up a very good range of exciting activities that are equally appealing to boys and girls; this attracts children to play imaginatively, encourages co-operation with others and extends their language. Children join in enthusiastically with traditional rhymes and songs with actions, and they enjoy listening to music and respond well to the different moods it creates.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Teachers plan a wide range of activities that enable children to develop physical skills well.
- Very good opportunities are provided for children to respond to rhythm and music.

### **Commentary**

49. Children use the school hall and the outdoor areas well and this ensures that they make good progress, and most will achieve the early learning goals by the time they leave the reception class, and many will exceed them. Teaching is very good in this area of learning and this ensures that children make very good progress and their achievement is very good. In lessons seen children were encouraged to use space well and to move their bodies into space so that they could play games safely. Children enjoy their learning as they develop their skills of changing speed and direction and stopping on the beat of a tambourine. Children develop an awareness of space and learn to move with confidence, imagination, control, co-ordination and an awareness of others. They are encouraged to initiate new combinations of movement, in order to

respond to feelings, ideas and experiences. Their ability to negotiate space successfully, adjusting speed and changing direction to avoid obstacles, improves well.

50. All children enthusiastically played different games in their outdoor areas. Children extend and develop their skills as they play on the large equipment and ride their wheeled toys. They develop their manipulative skills as they handle dough, scissors and small toys. Teachers and teaching assistants carefully develop children's fine manipulative skills. In both classes teachers give children many opportunities to work with a wide range of tools.

## **SUBJECTS IN KEY STAGES 1**

### **ENGLISH**

Provision for English is **good**.

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

- There are examples of very good teaching in all year groups, but opportunities to target work to pupils' needs are sometimes missed.
- Improvement is good as standards have risen following changes made since the last inspection.
- Achievement in reading is very good because staff work hard to ensure pupils learn the necessary skills and develop very good understanding of texts.
- Speaking and listening and writing skills are taught well and so pupils make good progress in acquiring them.
- Monitoring of progress towards targets in writing is inconsistent and lacks rigour in maintaining those targets that have been achieved.

#### **Commentary**

51. Standards in English of the current Year 2 pupils were average when they began in Year 1. In Year 2 standards are now above average. Although the results appear similar to last time the school was inspected, improvement has exceeded national trends and both reading and writing have improved. The changing proportion of pupils with only one term in reception, fluctuating numbers and the significant difference in the proportion of pupils with statements of specific special educational needs between different years skew national and similar school comparisons. Achievement is good overall and very good in reading. There have been good improvements in the teaching of writing skills, use of ICT, reading resources, the creation of a library, emphasis on cross-curricular planning and in handwriting and spelling.
52. The quality of teaching is good and at times very good. Where teaching is very good strategies for learning are varied well. In introductions, teachers effectively use the interactive whiteboards and new learning is built up very skilfully so that pupils gain new skills quickly. By the end of a lesson introducing riddles, pupils were creating their own riddles successfully, and higher attainers were including similes. Teachers set work at appropriate levels and pupils with special educational needs have good support which enables them to use time well and be productive. At times, assessment information is not used well enough to provide challenge for pupils of different abilities. For example, opportunities are missed for pupils to work independently, such as for higher attainers to scribe their own ideas. Pupils' attitudes are very good. They work hard throughout lessons and co-operate very well together, showing excellent patience

and respect for others. Even when introductions are long, pupils behave very well and clearly enjoy 'Brain Gym' and 'Thinking Hats', which settle them well. Less successful features of lessons are when not enough time is left to review the learning at the end of the lesson. When this period is used effectively, pupils say whether they feel secure in their learning or whether they need more practice.

53. Standards in speaking and listening are above average as teachers recognise the importance of communication skills in pupils' language and literacy development. All pupils, including those with a statement of special educational needs, learn well and improve their communication skills because teachers provide many opportunities for pupils to answer fully in all lessons and to discuss their ideas in small groups, in pairs or in individual sessions. Signing interpretation by teaching assistants and the teacher of the deaf assures hearing impaired pupils' understanding of the teacher. The excellent sound field equipment in every classroom helps all pupils to listen and hear well.
54. Pupils' learning in group reading sessions is very good, and pupils achieve very well, because teachers plan to improve pupils' reading levels through the use of a well-structured reading programme and from a good range of texts. Teachers encourage pupils to read with expression and they respond thoughtfully to questioning. Higher attainers in Year 2 refer to texts and quote from them to explain points. Those with special educational needs make good progress in small groups on a systematic reading and spelling programme from the literacy framework and from 'Jolly Phonics', which is effective for most pupils. Pupils in the hearing support base make very good progress in their reading skills because they benefit from a diagnostic approach to their specific difficulties. This would also benefit the few pupils who have problems in developing secure reading skills. Parents, teaching assistants and volunteers make valuable contributions by listening to reading in one-to-one situations, helping pupils to gain confidence through practice.
55. Pupils' standards in writing are above average as teachers have worked hard to ensure pupils learn well, have a good understanding of sentence features and develop the necessary spelling skills. As a result they all achieve well overall. Teachers model writing well and ensure pupils make good progress from writing simple sentences at the beginning of the year to more complex sentences by the end. Although all pupils in Year 2 have writing targets, some pupils are vague about them. Occasionally targets already achieved have to be repeated because teachers provide insufficient reminders. This means that occasionally average and higher attainers miss further opportunities for extended writing. Pupils have daily handwriting practice combined with phonic spelling groups and standards of joined writing are very good. Word processing is used effectively, and its use is regularly planned for small groups within lessons.
56. The leadership and management of English are good. All staff, supported by volunteers, work in teams effectively for the benefit of pupils. The practice of monitoring teaching and pupils' work has helped to promote consistency in marking and more effective teaching. Although there are good procedures for assessing pupils' levels of English, analysis of the information that this gives is occasionally under-explored to guide day-to-day practice. The new library area is bright, welcoming and big enough for complete classes. The school is aware that the range of non-fiction texts is rather limited but those texts in place are highly appropriate.

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

57. The school plans language and literacy into other subjects well and this effectively consolidates pupils' literacy and communication skills. When subjects such as history, religious education and geography are planned in blocks, teachers link topics to literacy. An example of this during the inspection was the use of the Big Book on Florence Nightingale, with discussion and writing to accompany the topic. Knowledge of mini-beasts in science was put to good use in creating riddles in English. Pupils discuss and write simple instructions and procedures for doing things in design and technology and science. They use, for example, digital photos of planting seeds to order sequences and write what they did when planting the seeds in Year 1.

## **MATHEMATICS**

The provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good and the National Numeracy Strategy is used well in planning and followed closely.
- Assessments are thorough; each pupil is tracked carefully, but targets are sometimes left too long between being monitored and changed.
- There is good leadership and management of the subject.

### **Commentary**

58. Standards in mathematics for pupils in Year 2 are above average and improving throughout the school. Achievement is good because of consistently good teaching and well-behaved pupils, who are independent learners.
59. Pupils in Year 1 and Year 2 learn well and make good progress in acquiring number facts to 10, in identifying properties of some regular shapes such as triangles and rectangles, and in using some simple standard measures such as centimetres. In a well-organised lesson, lively Year 2 pupils counted in twos and tens successfully, and then went on to number facts to 99. Their work on establishing whether a number was a multiple of three was impressive. Over time pupils become much more independent, confident mathematicians, able to work individually, or as a group, on a variety of tasks. They are able to apply their number knowledge to solve everyday problems.
60. All teachers are very calm and courteous in their approach. They are good role models for pupils. They use encouragement and praise very well to reward pupils when they ask and answer questions. Classrooms are attractive; there are good quality displays of mathematical language, resources and ideas to help pupils learn. Homework is set regularly to build on class work. Teachers have developed a very good balance between intervention and independence by giving close support to lower attainers and pupils with special educational needs, but challenging higher attainers and those pupils who are gifted in mathematics to do more for themselves. As a result of good assessment procedures, including self-assessment by pupils of how they are doing in lessons, there is a wealth of information about pupils and teachers are able to plan individual targets for them all. However, these targets are sometimes left too long between being monitored and changed, and are not always used precisely enough. Those with special educational needs have targets set in their individual education plans, and pupils who are gifted have their own planning and targets to achieve.

61. Leadership and management are good. The co-ordinator is leading and managing the subject effectively. She is knowledgeable, enthusiastic and very well organised. She is determined to drive up standards further.

### **Mathematics across the curriculum**

62. The use of mathematics across the curriculum is satisfactory overall. There are good examples of problem solving in numeracy lessons across the school, and these consolidate pupils' learning well. In some subjects in some classes there are good opportunities to use mathematics more widely, for example in the use of ICT to explore multiples in Year 2. It is part of the school development plan to provide systematic planning of mathematics into the wider curriculum so that pupils are able to use their skills learned in numeracy lessons more often to solve problems. In some classrooms a good start has been made, but it is not consistent.

## **SCIENCE**

The provision for science is **good**.

### **Main strengths and weaknesses**

- Standards in science are improving and pupils achieve well.
- The subject is well led and managed.
- The teaching and learning in science are good.
- The assessment of progress and the clear marking scheme are contributing to the rising standards of work.

### **Commentary**

63. Standards in school have risen and are continuing to improve. Pupils achieve well because the teaching and learning in science are good throughout the school and standards are above average in Year 2. The pupils enter the school with average attainment in their knowledge and understanding of the world.
64. The subject co-ordinator has made a significant impact on the way in which science is taught and assessed in the school. The way in which she carries out the monitoring and evaluation of the planning and teaching of the curriculum is good. Outcomes from end-of-topic tests and standardised assessments are now carefully analysed and where there are weaknesses these are carefully addressed. The updating of targets is thorough and helpful, and a good model for other subjects. The science curriculum is well organised and taught systematically throughout the school. The teachers have clear guidelines for what they are to teach and this ensures that the pupils cover all the areas of the National Curriculum well. The subject co-ordinator has introduced a clear marking scheme that enables both pupils and teachers to see what the pupils have understood and what they need to learn next.
65. The teaching is thorough and this means that the pupils learn and achieve well and acquire a good knowledge and understanding of science. A particular strength of the teaching is the way practical activities are used effectively to stimulate learning and involve the pupils in lessons. This promotes working with enthusiasm and perseverance. The pupils are attentive to what the teachers have to say and listen well to each other's points of view. The teachers have very high expectations of good

behaviour and the pupils respond very well, especially as they mature. The work is often planned for either small groups or pairs, helping to develop the pupils' sense of co-operation and collaboration.

66. Pupils enjoy their science lessons and older ones in Year 2 talk with confidence, for example about how they can make their tests fair. There are many opportunities for the pupils to carry out practical activities to support their learning, and they usually record their findings carefully and neatly. Good use is made of the measuring skills acquired in mathematics lessons and pupils record their results in the form of graphs, charts and written accounts. There is satisfactory use of ICT skills in science. The school seeks to raise the profile of science through a variety of activities. Since 1999 the school has developed the grounds with several environmental areas, a tree trail, and a sensory garden. The school has recently received the 'Gold Healthy Schools Award' following work on improving diet and eating habits.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Standards are improving, and pupils are achieving well.
- There is good leadership of the subject by the co-ordinator.
- The school has improved resources, and there is now good quality hardware and a growing amount of software.
- Staff have become more confident and direct teaching of skills is improving.
- Each class has time each week in the ICT suite, which helps develop their skills.

### **Commentary**

67. Standards are above average in some aspects of the curriculum in Year 2. Pupils of all abilities make good progress and achieve well. There has been good improvement since the last inspection, when standards were below national expectations and provision was unsatisfactory. There has been a marked improvement in resources, particularly the installation of interactive whiteboards. Teachers are confident in their use, having participated in recent training. As a result of good planning, pupils improve their knowledge, skills and understanding progressively each year. Most pupils are confident users of computers. Teaching assistants play a valuable role in providing support for all pupils.
68. The quality of teaching and learning is good. In a Year 2 lesson seen, pupils successfully learnt to alter font type, size and colour for emphasis and effect. An examination of pupils' past work suggests that teaching is good, overall. Examples of work include a survey carried out by pupils in Year 1 on how to improve the local area. They produced and printed a pictogram and used it to answer questions and explain results. Pupils in Year 2 recently took photographs of one another, entered their own photograph on the computer and used a deformations setting to curl, twirl, circle, wave, ripple and pinch the picture. The 'Creating Pictures' work, also in Year 2, was of an above average standard. Pointillism was explored particularly well.
69. Leadership and management of the subject are good. The subject leader has a very clear sense of educational direction and gives good support to staff and pupils. She is

a good example to others and demonstrates a strong commitment to improving standards. She has overseen a significant improvement in staff confidence and subject knowledge and in the quality and use of resources since the last inspection. Assessment of pupils' knowledge, skills and understanding is thorough and constructive. The next step is to involve pupils more in self-assessment, so that they develop a better understanding of the standard they have reached and know what they have to do to improve.

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

70. ICT is used well across the curriculum, but there is scope for further development. In lessons in the computer suite, teachers plan opportunities for pupils to use skills learnt in English and mathematics. Interactive whiteboards are beginning to be used effectively in most areas of the curriculum. In literacy, word-processing skills are used to present writing for different purposes and audiences when creating letters and newspaper articles. Pupils create databases and simple graphs to support learning in numeracy and science. They use a range of software to explore artistic styles and artists. They are adept at importing information from the Internet to support their studies in geography and history.

### **HUMANITIES**

*Religious education, history and geography were sampled.*

71. Because of timetable arrangements, **religious education** was not being taught at the time of the inspection. Scrutiny of planning, portfolios of work and photographic evidence suggest there has been good improvement since the last inspection. Discussion with pupils showed their understanding was above average. The school now fully complies with the locally agreed syllabus. Emphasis in the subject is on the concept of family and belonging. Pupils now learn about belonging within the school and family and in different religions such as Christianity, Judaism, Islam, and Hinduism. They have visits to different places of worship and visitors from different religions to share and sample experiences such as Hanukah. They hear stories from the Bible and other religions, have discussions and express their thoughts about them.
72. The curriculum is at least satisfactory in **geography**. There is a good emphasis on learning about the local areas about which pupils are knowledgeable. They understand the concept of England as an island, but are less sure about the other countries attached to it to make Britain. They know about key features of landscapes such as mountains and rivers.
73. Standards in the one lesson seen and found in discussions with pupils were above average in **history**. Pupils are very interested in the subject and in particular the current module of work on Florence Nightingale. They know about the Crimea and Scutari, and one higher attainer knew it was near Turkey. In discussion they have a good idea of time passing. They know when Victorian times were and one pupil was quite clear about the idea of centuries, knowing that medieval times were much longer ago than the Victorians.

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

*Art and design was inspected in full; music, design and technology and physical education were sampled.*

74. A scrutiny of pupils' work, displays, school documentation and interviews with teaching staff shows that there is satisfactory coverage of the National Curriculum in **design and technology** in all classes. There have been some improvements since the last report because the co-ordinator has improved pupils' ability to evaluate and refine their designs and there are now opportunities to use ICT in the subject. The very good co-ordinator is looking ahead to improve the subject and has identified developments in the school improvement plan. For example, pupils' attainments are being assessed and recorded in a portfolio with photographs so that everyone has a better understanding of what should be taught and how.
75. The school has successfully gained a silver Arts Mark award for its work, which includes **music**. Music is co-ordinated by a specialist teacher and planned through a commercial programme, which is flexible but structured, offers a good range of music to listen to and provides non-music specialists with confidence. Enrichment is good. It includes recorder club each week and specialist music tuition in violin, as well as performances by visitors to school, for example, a puppet presentation of 'Peter and the Wolf'. Pupils enjoy music workshops on a regular annual basis, including percussion and gamelan. In assemblies, pupils sing tunefully whether accompanied or not. In the lesson observed, pupils had opportunities to sing as well as select and play percussion instruments to accompany 'Building the Ark,' which they did well.
76. In **physical education**, the school works hard to provide a good, well-balanced curriculum. From viewing planning and from discussions with pupils and teachers, it is evident that all strands of the subject, including outdoor activities, are regularly provided. The school's records show standards to be in line with expectations for pupils' ages throughout the school. The co-ordinator provides good, clear direction for the subject. Her enthusiastic leadership has provided pupils with good physical educational opportunities. A good range of after-school clubs develops pupils' skills further.

## **Art and design**

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

### **Main strengths and weaknesses**

- Standards are well above average.
- The quality of teaching and learning is very good; high quality displays enhance the corridors and classrooms.
- Pupils are enthusiastic about art and this contributes to their very good achievement.
- Planning is very good; resources are plentiful.
- The leadership and management of the subject are very good.

### **Commentary**

77. The standards in art and design are well above average in Year 2. All pupils make very good progress in lessons and achieve very well due to the very good planning and support by the gifted co-ordinator.
78. Pupils' work over time in sketchbooks and in the high quality displays shows consistently good progress in the skills of drawing, painting and print making. They

have very good opportunities to record their ideas, feelings and observations in an imaginative way, using pencils, pastels and paint. Very good links are made to a range of artists such as Antony Cara, Marc Quinn, Matisse and Lowry; pupils then use these artists' techniques very skilfully in their own work.

79. Visitors with special skills bring an added dimension to pupils' art work. The very good work throughout the school, based on Indian art style and stories, gave pupils very good opportunities to explore different techniques. For example, Year 2 pupils wove cloth on a simple wooden frame and designed rooms for a princess; all pupils tackled Mendhi patterns, batik work and printed Indian motifs, assembled into a large whole-school display. All this work was of well above average standard; it gave pupils a very good chance to know more about the cultural influences within society as a whole, beyond their immediate experiences.
80. Teaching is very good throughout the school, with examples of excellent teaching by the subject leader. All teachers are enthusiastic, knowledgeable and very well organised, so that lessons flow smoothly. Very good resources are always ready to hand and plentiful. ICT is used very effectively to stimulate pupils' imagination and show techniques; this was seen in a Year 1 lesson when the pupils talked excitedly about the work of Henry Moore and Barbara Hepworth. Teaching assistants and students give valuable support, both in the preparation of lessons and in support of pupils when they are working. Pupils behave very well and everyone works with enthusiasm and commitment. The teachers manage pupils extremely well; all have a confident air of quiet authority.
81. The leadership and management of the subject are very good. The co-ordinator has infected the whole school with her enthusiasm and this led to her submission for the Silver Artsmark being accepted. Assessments have begun, another development since the last report, but these are new and have yet to be used fully across the school.

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

*This area was sampled.*

82. Personal, social and health education and citizenship is very well planned. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school. No pupil is left to feel alone or vulnerable throughout the day. There is a very good system of how a pupil's request or wish can be taken through the school council, to the head and on to the governing body for consideration.
83. The class discussions, known as 'circle time', in a Year 1 class seen during the inspection were typical of the care and thought being applied to this aspect of pupils' learning. The theme was 'SORRY'. This was applied especially to taking good care of other people's things. The way that staff generated a very supportive atmosphere to enable the more nervous pupils to speak when it came to their turn was impressive.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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