

INSPECTION REPORT

PARK VIEW INFANT SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 116236

Headteacher: Mrs S Alderson

Lead inspector: Mrs M Gough

Dates of inspection: 15th – 18th November 2004

Inspection number: 267469

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 –7
Gender of pupils:	Mixed
Number on roll:	242
School address:	Pinkerton Road Basingstoke Hampshire
Postcode:	RG22 6RT
Telephone number:	01256 322554
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Derek Easton
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated on the outskirts of the town of Basingstoke in an area that has high levels of social deprivation. There are two hundred and sixty two pupils on roll including forty Nursery children who attend on a part-time only basis. In addition to the mainstream provision, the school has a Hearing Impaired Unit which caters for pupils within the LEA who have profound hearing loss, but some speech. Currently four pupils attend the Unit. The vast majority of pupils are of white ethnicity. The school has four pupils who are at an early stage of learning English. The school has one Traveller pupil on roll. Fifty two pupils have special educational needs, including four pupils with Statements of Special Educational Needs. This represents 23% of the school population and is above average. The rate of pupil mobility is relatively low with twelve pupils starting school other than at the usual time of admission and thirteen pupils leaving school other than at the usual point of transfer. The children's attainment when they start school is well below the expected level across most areas of learning.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Mathematics, science, art and design, music, physical education
9614	Mrs C Webb	Lay inspector	
8839	Mr M Egerton	Team inspector	Foundation Stage, history, geography, design and technology, religious education, personal, social and health education and citizenship
19830	Mr G Storer	Team inspector	Special educational needs, English, information and communication technology,
18724	Ms G Pilling	Team inspector	

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school that provides a good quality of education for all pupils. Teaching and learning are of a consistently good standard throughout the school, and as a result, pupils of all abilities, including those with special educational needs, achieve well. Standards are in line with national expectations when the pupils leave school at the end of Key Stage 1. The school is very well led and managed and gives very good value for money.

The school's main strengths and weaknesses are:

- The school is very well led and managed, and aspects of the headteacher's leadership are excellent.
- Teaching and learning are consistently good enabling pupils to achieve well.
- The provision for pupils with special educational needs in mainstream classes is good. The provision for pupils in the Hearing Impaired Unit is very good.
- Although Key Stage 1 pupils use whiteboards very effectively to record their ideas, there are too few permanent records of the pupils' work.
- The curriculum is very good and has been imaginatively developed over recent years.
- Assessment is used very effectively in the core subjects of English, mathematics and science to match work closely to the pupils' needs.
- Pupils receive good levels of care, support and guidance, and enjoy coming to school.
- Links with parents, the community and other schools are good.
- Pupils have positive attitudes to school, and overall, their behaviour is good.
- Attendance is below the national average.
- The governing body is good overall, but does not monitor some aspects of health and safety sufficiently rigorously.

There has been good improvement overall since the time of the last inspection, and very good improvement in terms of the innovative development of the curriculum. Standards have improved steadily, and the school has been especially effective in boosting the performance of lower attaining pupils. There has been very good improvement in the quality of the accommodation which is now of a very high standard.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2 compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	D	C	C	A
writing	E	C	B	A
mathematics	D	D	D	B

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils of all ages and abilities achieve **well** in all year groups. Pupils' attainment is in line with national expectations at the end of Key Stage 1.

The children's attainment when they join the Nursery class is often well below the expected level. Although they achieve well as they move through the Foundation Stage, because of

their low starting point, their attainment in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development is below the expected level at the end of the Reception year. The children achieve very well in their personal, social and emotional development and attain the expected levels in this aspect of their learning by the end of the Foundation Stage.

As they move through Key Stage 1, pupils of all ages and abilities, including those with special educational needs, achieve well. On the basis of the 2004 end of Key Stage 1 national test results, the pupils' attainment is in line with the national average in reading, above the national average in writing and below the national average in mathematics. The inspection findings paint a similar picture and show that overall standards are in line with national expectations in English, mathematics and science. The slight discrepancy between the inspection findings and the test results in mathematics reflects the fact that several pupils did not perform as well as the school had anticipated in the tests, and did not achieve the grades that had been predicted on the basis of their previous work. The pupils make good use of literacy and numeracy skills in their work in other subjects, and good use of information and communication technology to support their learning.

In information and communication technology, design and technology, and physical education, the pupils' attainment is in line with national expectations and their achievement is good. In religious education, the pupils' attainment is in line with the requirements of the Locally Agreed Syllabus, and they achieve well.

Pupils have positive attitudes to school. Overall pupils' behaviour is good, although a number of pupils lack self-discipline. Attendance is below the national average and is unsatisfactory. The pupils' spiritual, moral, social and cultural development is **good** overall. There are particular strengths in terms of their social and moral development.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are **good** overall. Teaching has many very good features. Assessment is good overall. It is very good in the core subjects of English, mathematics and science. The school provides a very good curriculum for all pupils. Visits and visiting speakers effectively enrich the pupils' learning although the school does not offer any extra-curricular activities. The provision for pupils with special educational needs who are in mainstream classes is good. The provision for pupils in the Hearing Impaired Unit is very good. The accommodation is very good, and resources are good. Overall, the school provides good levels of care, support and guidance for pupils of all ages. Pupils in the Hearing Impaired Unit receive very good levels of care, support and guidance. The school has satisfactory arrangements for seeking the views of pupils. The school has established a good partnership with parents. Links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. The leadership and management of key staff and the governing body are good. The leadership and the management of the headteacher are very good, and have outstanding features.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the quality of education the school provides, and appreciate the way in which the school welcomes them and keeps them informed about their children's progress. Pupils have very positive views about the school, and are keen to learn.

IMPROVEMENTS NEEDED

Within the context of its many strengths, the school should continue to improve its provision by:

- improving the rate of pupils' attendance;
- providing more opportunities for pupils to make permanent records of their written work;
- ensuring that the governing body monitors health and safety procedures more systematically to ensure that agreed procedures are followed consistently by all staff.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are at the **nationally expected level** at the end of Key Stage 1, and below the expected level at the end of the Foundation Stage. Pupils **achieve well** in both key stages.

Main strengths and weaknesses

- Pupils make good progress in both key stages and achieve well.
- Assessment information is used very well in English, mathematics and science to ensure that pupils are appropriately challenged so that they achieve their potential.
- Pupils with special educational needs achieve well. Pupils in the Hearing Impaired Unit achieve very well in relation to their individual targets.

Commentary

Foundation Stage

1. The children's attainment when they join the Nursery class is well below the expected level for their age. Children of all abilities make good progress as they move through the Foundation Stage, and achieve well. The children from the Hearing Impaired Unit make very good progress towards their individual targets. By the end of the Reception year, their attainment is below the nationally expected level in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development, and creative development. In personal, social and emotional development their achievement is very good, and their attainment in this area of learning is at the expected level for their age by the time they leave the Reception classes.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2004

Standards in:	School results	National results
Reading	16.07 (15.6)	15.7 (15.8)
Writing	15.45 (14.9)	14.6 (14.4)
Mathematics	15.87(15.6)	16.3 (16.5)

There were 80 pupils in the year group. Figures in brackets are for the previous year.

2. On the basis of the 2004 end of Key Stage 1 national test results, the pupils' attainment is in line with the national average in reading, above the national average in writing, and below the national average in mathematics. In comparison with similar schools, the pupils' performance is well above average in reading and writing and above average in mathematics. On the basis of the 2004 teacher assessments in science, the pupils' attainment is in line with the national average, and well above average in comparison with similar schools.
3. The inspection findings paint a similar picture to the test results and the teacher assessments and show that standards in English, mathematics and science are in line

with national expectations. The slight discrepancy between the inspection findings and the test results in mathematics is explained by the fact that several high attaining pupils did not perform as well as predicted in the tests and did not achieve the grades that they were capable of. Pupils of all ages and abilities make good progress and achieve well in relation to their ability. They benefit from a very imaginative curriculum and teaching that is of a consistently high standard. Assessment is used very well in English, mathematics and science, both to track and monitor the pupils' progress, so that difficulties can be quickly identified and addressed, and to ensure that tasks are closely matched to the ability of individual pupils.

4. The pupils' attainment in religious education at the end of Key Stage 1 is in line with the expectations of the Locally Agreed Syllabus and pupils of all abilities achieve well. In information and communication technology, design and technology, and the aspects of physical education observed during the inspection, standards are at the nationally expected level, and the pupils' achievement is good.
5. The overall achievement of pupils from the Hearing Impaired Unit is similar overall to that of their classmates. Their progress towards their individual targets is very good, and they benefit from the skilled intervention of the Unit staff, the very good support of classteachers, and the very good audio systems that have been installed to enable them full access to all activities.

Pupils' attitudes, values and other personal qualities

Pupils of all ages have **good** attitudes to learning and to school. Their behaviour is **good** overall. Rates of whole-school attendance are below the national average and are therefore **unsatisfactory**. The pupils' spiritual, moral, social and cultural development is **good** overall. There are particular strengths in their social and moral development.

Main strengths and weaknesses

- The vast majority of pupils are well behaved and respond well to the school's expectations.
- The pupils' social and moral development is very good.
- Pupils have positive attitudes to school and show a keen interest in their learning.
- A small number of pupils lack self-discipline and have difficulty in managing their own behaviour.
- Pupils show very high levels of independence as they go about their work.

Commentary

6. As at the time of the last inspection, the pupils' behaviour and attitudes are good overall. Pupils of all ages enjoy coming to school and take great pleasure in many aspects of their learning. Most pupils concentrate well in lessons, and try hard to please their teachers. They show very good levels of independence, and are confident about making choices and decisions about their work. The school has clear and high expectations of the pupils in terms of their behaviour, and because of the consistent approach to behaviour management, overall, the pupils' behaviour is good. Throughout the school, a small number of pupils have difficulty in managing their own behaviour and lack self-discipline. Behaviour at playtimes is mostly good, although at times outside play can become a little boisterous. There have been no exclusions in the last twelve months, and parents and pupils agree that occasional incidents of bullying are dealt with swiftly and fairly.

7. The pupils' spiritual and cultural development is good, and is well fostered through an imaginative curriculum. The school provides many good opportunities for the pupils to learn about other traditions and customs, and to experience music and art from different cultures. The pupils are able to reflect thoughtfully on aspects of their own lives, and on their surroundings, and older pupils effectively share their feelings. The pupils' social and moral development is good, and is very firmly underpinned by the school's behaviour and discipline policy which is well known to the pupils. Pupils work well with one another and show good levels of tolerance and respect. They understand the difference between right and wrong, and have a very good appreciation of how their actions impact on the well-being and happiness of others.
8. The level of attendance is below the national average and is unsatisfactory. The school has satisfactory systems for promoting attendance, but is not sufficiently proactive in dissuading parents from withdrawing their children for single days without permission. The Education Welfare Officer is appropriately involved in following up long-term unexplained absence.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.6	School data:	0.8
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching, learning and assessment are **good** overall. The school provides a **very good** curriculum for all pupils. Visits and visiting speakers **effectively** enrich the pupils' learning. The provision for pupils with special educational needs who are in mainstream classes is good. The provision for pupils in the Hearing Impaired Unit is very good. The accommodation is **very good**, and resources are **good**. Overall, the school provides **good** levels of care, support and guidance for pupils of all ages. Pupils in the Hearing Impaired Unit receive very good levels of care, support and guidance. The school has **satisfactory** arrangements for seeking the views of pupils. The school has established a **good** partnership with parents. Links with the community and other schools are **good**.

Teaching and learning

The quality of teaching and learning is **good** throughout the school. Teaching has some very good features. Assessment is **good** overall, and is very good in the core subjects of English, mathematics and science.

Main strengths and weaknesses

- The management of the pupils' behaviour is outstanding.
- Teachers go to a great deal of trouble to make lessons exciting for the pupils.
- There is a very good balance of adult input and opportunities for pupils to use and apply newly learned skills.
- Pupils are provided with regular opportunities for evaluating their own learning.
- The teaching of pupils in the Hearing Impaired Unit is very good.

- Teachers successfully challenge higher attaining pupils so that they reach their potential, and provide good support for pupils with special educational needs.
- Assessment information is used well to inform curriculum planning.
- Good use is made of teaching assistants to support small groups of pupils.
- There are not enough opportunities for pupils to make permanent written records of their work.
- Teachers are very effective in the way in which they develop the pupils' subject specific vocabulary.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4 (13)	22 (74)	4 (13)			

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

9. There has been good improvement in the quality of teaching and learning since the last inspection. The very good monitoring and mentoring of staff by the headteacher have raised the standard of teaching to a good level throughout the school, and in many of the lessons seen during the inspection, the teaching had very good features.
10. One of the significant strengths of teaching is the very sensitive and unobtrusive way in which teachers manage the pupils' behaviour. Several pupils in each class have difficulty in managing their own behaviour, and without careful handling, they interrupt the flow of lessons and disrupt the learning of others. Teachers work hard to motivate all pupils by making lessons and activities as exciting as possible, and as a result, all pupils quickly become absorbed in their learning. Very good opportunities for pupils to work together on shared tasks very effectively promote their personal development, as they learn to work as a team, and to share resources and ideas.
11. Teachers are effective in the way in which they encourage pupils to develop independent learning skills and to take responsibility for aspects of their learning. Pupils frequently evaluate their own learning, and where teaching is at its best, very good prompts help the pupils to consider the skills and knowledge they have learned during a lesson, the next steps they need to take, and areas where they need to improve their learning still further. In physical education, there are particularly good opportunities for pupils to evaluate their own learning and that of others.
12. There is a very good combination of direct teaching, and activities which enable the pupils to practise newly acquired skills. As a result, pupils have very good opportunities to use and apply their knowledge and understanding in a wide range of contexts. Teachers make very good use of every opportunity that arises for extending the pupils' subject specific vocabulary, enabling them to express their ideas clearly and confidently. Teaching assistants are used well to support groups of children, and are well briefed by teachers so that they know exactly what is expected of them. Occasionally teaching assistants over-direct the pupils, but in the main their input is valuable.
13. Teachers are especially effective in the way in which they challenge and extend higher attaining pupils, and in this aspect of their work there has been very good improvement since the last inspection. Pupils with special educational needs are well catered for

through the wide range of open-ended activities which pupils access at their own level, and through additional support where this is helpful and necessary. The teaching of pupils from the Hearing Impaired Unit is very good. The Unit teacher achieves a good balance between working with pupils in class, and withdrawing them for targeted sessions which focus on meeting their specific and individual needs. When the pupils are taught in mainstream classes, teachers and teaching assistants ensure that their needs are well met and include them fully in all activities.

14. Throughout the school, teachers give a lot of thought to how they can captivate the pupils' interest and attention. The use of whiteboards for pupils to record their work is a very successful way of motivating the pupils, and of making recording fun. However, whilst this tactic is very effective for short-term learning, it results in a shortage of permanent records of pupils' work, making it difficult for pupils, teachers and parents to look back over the pupils' learning in order to celebrate the progress that has been made.
15. Assessment information is used well to inform curriculum planning and to highlight whole-school strengths and weaknesses. The school has worked hard to develop a manageable system of whole-school assessment, and although there is still some work to be done in some subjects, a very good start has been made. Assessment is very good in the core subjects of English, mathematics and science where test data are used very well to highlight whole-school strengths and weaknesses, and to track pupils' progress and attainment.

The curriculum

The school provides a **very good**, imaginative and stimulating curriculum that is enriched by a **good** range of visits and visitors. The accommodation is **very good** and the school has a **good** range of high quality resources.

Main strengths and weaknesses

- The development of the curriculum in recent years has been excellent, and whole-school curriculum planning is very good.
- Role play activities provide rich learning experiences for all pupils.
- The curriculum for Foundation Stage children and Key Stage 1 pupils is exciting, imaginative and very well matched to their needs.
- The direct teaching of phonics to similar ability groups within each year has a very positive impact on the development of the pupils' literacy skills.
- Although the school provides a good range of visits and visiting speakers, the school offers no out of school clubs for the pupils.
- The provision for pupils with special educational needs is good overall, and there are particular strengths in the provision for pupils in the Hearing Impaired Unit.
- Very good audio facilities in classrooms enable the pupils with hearing impairment to learn in the same environment as their classmates.

Commentary

16. Curriculum development in recent years has been excellent. The school now has a very imaginative, stimulating and vibrant curriculum that fully meets the needs of young children, and which promotes a high quality of learning for all abilities. The curriculum for all age groups is built around meaningful whole-school topics resulting in very strong links between individual National Curriculum subjects and religious education, and areas of learning for the Foundation Stage children. A great deal of

emphasis is placed on the pupils learning through practical experience, and on them having time to practise and refine newly learned skills.

17. Whole-school curriculum planning is very good and allows for very good levels of progression in the pupils' learning as they move through the school. The teaching of phonics to groups of pupils of similar ability has a very positive impact on their learning, and ensures that they have a very good grounding in basic skills of literacy. Role play is an integral part of the curriculum for all pupils, and provides rich opportunities for pupils to develop their speaking skills and to allow their imaginations to have free rein. The wide use of open-ended problem solving activities ensures that pupils of all abilities are suitably challenged.
18. The provision for pupils with special educational needs is good overall, and the individual needs of pupils are well met. The provision for pupils in the Hearing Impaired Unit is very good, and pupils benefit from the targeted support of the Unit teacher, in addition to the very good support they receive in class, enabling them to make very good progress towards their individual targets.
19. The school's provision for personal, social and health education is satisfactory overall. Through the science curriculum, pupils learn about sex and drugs education at a level that is appropriate for their age. The school has only recently introduced formal personal, social and health education lessons, and this aspect of the curriculum is in the early stages of development.
20. During the school year, a good range of visits and visitors enrich the learning opportunities of the pupils, and pupils talk with enthusiasm about some of the visits in which they have participated. Currently the school does not offer any extra-curricular clubs for the pupils.
21. Although some of the Reception classrooms are a little small, overall the accommodation is very good, and has been very attractively developed and enhanced since the last inspection. The school provides a good range of learning resources which are very well organised so that they are easily accessible to the pupils.

Care, guidance and support

Overall, the school provides **good** levels of care, support and guidance for pupils of all ages. Pupils in the Hearing Impaired Unit receive **very good** levels of care, support and guidance. The school has **satisfactory** arrangements for seeking the views of pupils.

Main strengths and weaknesses

- The school has good systems to promote pupils' health, safety and welfare.
- Relationships between adults and pupils are very good.
- The support for pupils in the Hearing Impaired Unit is very good.
- Very good opportunities for pupils to evaluate their own learning give them a good appreciation of how they can improve.
- There are no formal systems for tracking the pupils' personal development.

Commentary

22. Very good relationships ensure that pupils are confident about approaching all adults in the school and sharing their joys, worries or concerns. Teachers provide good levels

of support and guidance for all pupils, and have a very good informal knowledge of the pupils and their families. However, currently there are no formal systems for tracking the pupils' personal development as they move through the school. The school pays good attention to matters of health and safety, and child protection procedures are good. Designated staff have received first-aid training, and pupils know who to approach when they are unwell or have had an accident. Very good induction procedures ensure that children joining the Nursery and Reception classes settle in quickly to the routines of the school.

23. There are very good opportunities for pupils to evaluate their own learning, and as a result, they have a good idea of how they can improve further. Informally, teachers provide a variety of opportunities for pupils to express their views about school, but there are no formal groups, such as a School Council, for example, through which the pupils might make suggestions or become more involved in the formulation of school policy. Pupils are keen to take responsibility as 'monitors', and fulfil their roles with maturity.
24. The school provides very good support for pupils in the Hearing Impaired Unit, and as a result, they are fully included in the day to day life of the school. Their progress towards their individual targets is carefully tracked and monitored so that they achieve their potential.

Partnership with parents, other schools and the community

The school has established **good** links with parents, the community and other local schools.

Main strengths and weaknesses

- The school makes a very good effort to involve parents in their children's education.
- Communication with parents is very good.
- Not all parents are sufficiently supportive of the school's aims in terms of ensuring that their children attend on a regular basis.
- The parents of pupils with special educational needs receive very good levels of information and are fully involved in all decisions.

Commentary

25. As at the time of the last inspection, the school has good links with parents, and provides them with very good levels of information about the life and work of the school. Parents agree that the school is very approachable and welcoming and appreciate the open-door policy. Most parents support their children's education well at home, but a small number do not make enough effort to ensure that their children attend on a regular basis. The school makes good efforts to meet the needs of individual parents. The school Parent Teachers' Association is not as strong as it was, and there are few fund-raising and social events. Parents of pupils with special educational needs receive very good information, and are fully involved in reviews.
26. The school's links with other primary schools are good overall, and links with other infant schools in the area are very good. Both the headteacher and deputy are involved in regular meetings with schools in the same 'cluster' enabling the effective sharing of good practice. The school is working towards developing further links with the junior school that shares the same site so that there is more continuity in the pupils' learning when they transfer at the end of Year 2. The school welcomes students from secondary schools across the town for periods of work placement.

27. The school has good links with the local community. Elderly residents enjoy the school concert, and in the summer, pupils learn music hall songs which they perform to them at their place of residence. Visitors to the school include the vicar and local policeman, and if the school needs help with breaktime supervision local community wardens assist. Visits within the locality enhance the pupils' learning and help them to gain a good understanding of their environment.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. Governance is **good**. The leadership of the headteacher is **very good** and has some excellent features. Co-ordinators and other key staff fulfil their leadership and management roles **well**.

Main strengths and weaknesses

- The headteacher is a very effective leader who generates an extremely strong sense of common purpose and commitment to improvement in the school.
- The governing body is very supportive and well informed, and fully involved in school development.
- The governors' monitoring does not cover all aspects of health and safety provision.
- Prudent financial planning is very securely linked to the aims and values of the school and to the drive to raise standards.

Commentary

28. There has been good improvement in terms of the overall leadership and management of the school since the last inspection. All of the issues arising from the previous report have been addressed, and the strengths have been maintained. The headteacher provides very effective leadership. She has a very good understanding of the strengths and weaknesses of the school and an extremely clear view of the way ahead. She leads by example and sets high professional standards for the staff. Her approach builds an extremely strong team spirit and a sense of shared purpose that motivates staff to give their best efforts to the school. Since her appointment, she has initiated extremely innovative approaches to the teaching of English and mathematics that have been central to the raising of standards. Through a very rigorous programme of monitoring and mentoring she has strengthened many other aspects of leadership and management. Her leadership in terms of developing the whole-school curriculum has been excellent, and she has paced this change very well.
29. Staff have clearly defined roles and responsibilities, and individually and collectively lead and manage their areas of responsibility well. Staff have access to a good programme of training, and performance management is closely linked to whole-school priorities for development. The co-ordinator for the Hearing Impaired Unit is very effective and works closely with other staff to ensure that the pupils are fully included in the life of the school. The special educational needs co-ordinator is newly appointed and her leadership role is developing well. The deputy headteacher provides good support for the headteacher and has a very good overview of how the school operates, enabling her to deputise effectively when the need arises.
30. The governing body is very supportive of the school and its aims, and is very well informed through its own monitoring and through the headteacher's comprehensive termly reports. The governing body takes its statutory responsibilities seriously and in most respects, fulfils its duties well. However, governors have not been sufficiently

thorough in monitoring some aspects of health and safety to ensure that the agreed protocols and practises are consistently implemented across the school. The governing body's relationship with staff and the headteacher is supportive, but has a suitably critical edge that allows governors to hold the school to account for what it achieves. Governors are actively involved in setting clear priorities for development based on the outcomes of thorough systems of self-review and self-evaluation.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	790 538	Balance from previous year	108 544
Total expenditure	736 338	Balance carried forward to the next year	162 744
Expenditure per pupil	2 659		

31. Very thorough financial planning effectively supports the school's educational aims and values. The school's carried forward figure of 18 per cent is significantly higher than the recommended 5 per cent but this money has been earmarked for the completion of two major whole-school projects. Governors monitor spending diligently and use the school budget efficiently to benefit pupils. The headteacher and key staff systematically track pupils' progress and monitor achievements by comparing results with schools nationally and with pupils' prior attainment. The school is proud of its rising standards and its determination to continue to improve drives the allocation of available resources. In the light of the many strengths in key areas of the school's work, the school is judged to be giving very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **very good**.

32. The Nursery class caters for children on a part-time basis. Almost all of these children transfer to the Reception classes. The school also admits a number of children into the Reception classes who have had little or no pre-school experience. The overall attainment of children when they start school is well below the expected level, especially in terms of their language development and their personal and social skills. Throughout the Foundation Stage children of all abilities achieve well, and make very rapid gains in their learning in some areas.
33. Teaching is of a consistently good standard throughout the Foundation Stage and has very good features. Teachers and support staff work very well together, and draw effectively on their extensive knowledge of the children and their families to ensure that activities are well matched to the children's needs. Relationships are excellent, and there are very high levels of trust and respect between the adults and the children. The curriculum is very good and children have access to a wide and stimulating range of activities.
34. The leadership and management of the Foundation Stage are very good. Improvements are continually being made, and overall the rate of improvement since the last inspection has been good. The provision for children with special educational needs is very good. The staff have established strong links with parents and work closely with them to ensure that the children settle in quickly and are happy in their learning.

Personal, social and emotional development

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

Main strengths and weaknesses

- The children achieve very well in relation to their ability.
- Excellent relationships between children and adults create a very positive learning environment.
- Very clear routines are established in the Nursery and the Reception classes.
- A small number of children have difficulty in forming purposeful relationships with others.

Commentary

35. The children achieve very well in this area of learning, and their attainment is at the expected level by the end of the Reception year. Teachers and other adults very effectively manage the children's behaviour through the ongoing use of encouragement and praise. Relationships between adults and children are excellent, helping to create a purposeful and happy learning environment where children are unafraid to take risks or to try out new activities. Staff work hard to develop the children's self-esteem and to encourage them to make choices and decisions. Classroom routines are well established in both the Nursery and the Reception class so that the children know exactly what is expected of them.

36. In the main the children's behaviour is good, but a small number of children have difficulty in managing their own behaviour, and find it difficult to form relationships with their classmates. Many children show high levels of independence as they select resources, choose activities, attend to their personal hygiene or change for physical activities. They concentrate for good amounts of time, and show satisfactory levels of perseverance when they encounter difficulties with their work.

Communication, language and literacy

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

Main strengths and weaknesses

- The school's 'narrative' approach to developing skills in speaking and listening, reading and writing is having a very positive impact on the children's learning.
- Teachers effectively promote reading as a pleasurable activity.
- Children find writing difficult because their pencil control is under- developed

Commentary

37. The teaching of communication, language and literacy is very good overall, and underpins all of the learning that takes place in the Nursery and Reception classrooms. As a result, the children make good and sometimes very good progress from a very low starting point, and achieve well overall. Their attainment at the end of the Foundation Stage is below the expected level, especially in terms of their writing skills.
38. The 'narrative' approach is having a very positive impact on the children's learning, as they learn how to retell stories, and to consider how stories are structured. Alongside this approach is a very strong emphasis on teaching the children sounds through 'phonic' work, so that they can see how words are made up, and learn how to clearly articulate the sounds. Very attractive displays of books encourage the children in their reading, and they respond very enthusiastically to shared story sessions. The children are familiar with the notion of the library, and willingly choose reading as a free-choice activity. Many very good opportunities are provided for the children to practise their writing skills, but although many Reception children know the shape of letters, they lack the necessary pencil control to form letters accurately.

Mathematical development

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

Main strengths and weaknesses

- Children enjoy their work in mathematics.
- A very strong emphasis is placed on the children learning through practical activities.
- Very good adult support extends the children's learning effectively.
- Resources to support the children's mathematical development are very good.

Commentary

39. Despite making good progress as they move through the Foundation Stage, the children's attainment at the end of the Reception year is below the expected level for their age. Teaching and learning are good, and the children have ongoing access to a very good range of exciting and practical activities that very effectively introduce them

to early mathematical skills and ideas. Adults successfully extend the children's mathematical vocabulary as they discuss with them the comparative sizes of objects in the classroom, or help them to sort and match mathematical apparatus. Teachers constantly reinforce the children's understanding and knowledge of number, but few Reception children can reliably count beyond ten by themselves, or reliably order numbers. Very good resources are used well to capture the children's interest, such as linking elephants, or teddies, which can be ordered by size or colour. Sand and water play activities are used well to develop the children's language, and very good adult intervention helps them to explore new ideas, thereby effectively extending their learning.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The children are provided with a rich range of first-hand learning experiences.
- Children are becoming very confident in using computers.
- From a low starting point, the children achieve well.
- There are too few opportunities for the children to learn about the passage of time.

Commentary

40. Although the children's attainment is below the nationally expected level at the end of the Reception year, children of all abilities achieve well in this area of learning due to the very practical nature of the planned activities. Teaching is good throughout the Foundation Stage and the children enjoy their learning. Adults very effectively promote observational skills, and create lively 'interest tables' that encourage the children to look in detail at a range of natural and manmade objects. In the Nursery, children paint self-portraits, having first studied their faces in a mirror, carefully noting key features such as the colour of their eyes and hair, freckles, and relative position of their nose and mouth. The hospital role play area in the Nursery, and the hot-air balloon in the Reception area, extend the children's knowledge and experience in a fun way that captures their imagination and very effectively motivates them in their learning.
41. Although the children learn about the past, through talking about growing up, and looking at teddy bears of today and those of a long time ago, their understanding of the passage of time is weak. Because of their very low starting point, they need even more opportunities to explore the past and compare it with the present, and to develop an understanding of their position in their own families. The children make especially good progress in their understanding of information and communication technology. They have daily opportunities to use computers and listening centres, and show good levels of competence as they move the mouse on the computer, open and close programs, and listen to story and music tapes. Statutory requirements are met in respect of the teaching of religious education.

Physical development

Provision for physical development is **good**.

Main strengths and weaknesses

- The children achieve well from a low starting point and benefit from frequent opportunities to practise newly acquired skills.
- Country dance sessions very effectively promote the children's skills of co-ordination and spatial awareness.
- Outdoor provision is limited due to current building work.

Commentary

42. By the end of the Reception year, the children's attainment is below the nationally expected level in terms of their fine motor skills, although their attainment in terms of their gross motor skills is at the expected level. The children's starting point is very low, and few are able to cut, glue or hold pencils and brushes with accuracy when they join the Nursery class. Teaching is good, and adults very carefully teach children the skills they need, providing a good range of daily activities that enable the children to practise and master newly acquired skills. Children of all abilities make good progress and achieve well, although many children still have difficulty in controlling pencils by the time they transfer to Year 1, and as a result their writing skills are weak. Most children show a satisfactory spatial awareness, and run, jump and move their bodies in a controlled way. Country dance sessions are very popular with the children. They enjoy the vigorous movements, use the hall space well, and put together short sequences of dance movements. The ongoing building work has taken the good quality outdoor area and equipment out of commission, and opportunities for the children to engage in free-choice activities using wheeled toys are therefore currently limited.

Creative development

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

Main strengths and weaknesses

- Teachers provide a very good range of opportunities that effectively promote creativity.
- Children respond very well to music activities.
- Role play and imaginative play have recently had a strong focus, and make a very good contribution to the children's learning.

Commentary

43. Staff plan a very good and wide range of stimulating and ongoing activities that capture the children's interest. Teaching is good, enabling the children to achieve well, although the majority do not meet all of the early learning goals in this area of learning by the end of the Reception year. There is a very good combination of adult led activities which enable the children to learn specific skills, such as cutting and painting, and free-choice activities that give free rein to the children's imaginations.
44. The children have frequent opportunities to take part in music making activities, and are keen and confident singers. Counting songs are used well to support the children's learning in mathematics, and action songs are very popular across all age ranges. Art and craft activities are provided in all classes on a daily basis, and the children have a

very good choice of different materials and media with which to express their ideas. The provision for role play is excellent, and the support of an adult in the main Reception role play area very effectively prompts the children's language, and helps to extend their imaginations. Currently children are travelling in a hot air balloon to another land, using binoculars to spot key features on their travels.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Consistently good teaching is helping to secure good levels of achievement and higher standards.
- The introduction of new teaching methods has improved the quality of pupils' learning.
- Very good role-play areas are used well to support and extend the pupils' language development.
- The teaching of phonics to groups that are set by ability is very good.
- Teachers regularly check pupils' progress and use the information effectively.
- Subject leadership is very good.
- Teachers reinforce pupils' literacy skills effectively through work in other subjects.

Commentary

45. Standards of speaking, listening, reading and writing are improving. Following a marked dip in the school's test results in 2001, standards have risen steadily, year by year. The 2004 national test results show that the pupils' attainment is in line with the national average in reading and above the national average in writing. The pupils' performance is well above average in comparison with similar schools. The inspection findings show that standards overall are in line with national expectations across all elements of the National Curriculum Programmes of Study. Pupils of all ages and abilities achieve well as they move through Key Stage 1. Pupils of all abilities achieve very well in relation to their generally low standards of communication, language and literacy on entry to the school.
46. Planned speaking and listening activities form an integral part of most lessons, and as a result, pupils have many very good opportunities to practise newly acquired skills. Throughout the school, teachers are very effective in the way in which they introduce new subject specific vocabulary, enabling pupils to explain their ideas clearly. Very good use is made of role-play throughout Key Stage 1 to support pupils' spoken language development, and to excite the pupils in their learning. Teachers give high priority to promoting pupils' reading and writing skills. The teaching of phonics to groups that have been set by ability within each year group is very good, and is having a very positive impact on the standards pupils attain and the progress they make. As a result of this very focused input, pupils read with confidence, and their spelling has improved. Pupils have very positive attitudes to reading, and benefit from access to very good classroom book areas and an attractive library. They write for a wide range of purposes and for different audiences, and develop a good handwriting style as they move through the school.

47. Teaching and learning are good and have many very good features. Teachers are exceptionally successful in managing pupils' behaviour and in motivating the pupils in their learning. They have a very secure subject knowledge, and the teaching of phonics is a particular strength. Teachers use assessment information very well to plan work that matches the needs of individual pupils, especially those with special educational needs. Pupils are involved in setting their own targets for improvement and have a good and clear understanding of the extent of their own learning. Lessons are well paced, and resources are often used well to capture the pupils' interest. Support staff are used well in class, and also to work with groups of pupils in role play areas, ensuring that their language skills are continually developed. Pupils have positive attitudes to learning and are keen to do their best. They work well with others, and take pride in their work. Teachers provide satisfactory opportunities for pupils to use information and communication technology to present their written work.
48. Subject management and organisation are very good, and there has been very good improvement overall since the last inspection. The experienced co-ordinator has taken steps to address a dip in standards that occurred following the last inspection. She has worked closely with the headteacher to initiate current approaches to teaching and to arrange in-service training for teachers in support of this initiative. She has strengthened assessment arrangements and has improved the monitoring of teaching and the evaluation of standards. Standards are continuing to rise and there is a clear agenda for further improvement.

Language and literacy across the curriculum

49. Teachers routinely provide good opportunities for pupils to speak, listen, read and write as part of their work in other subjects, effectively promoting the development of pupils' language and literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well and make good progress.
- Pupils have a good grasp of number and pattern, but some pupils have difficulty in solving word problems.
- Assessment is very good and ensures that pupils' learning builds effectively on what they already know and can do.
- Teaching is good, and pupils are encouraged to take part in a wide range of practical activities that consolidate and extend their mathematical understanding.
- Mathematical vocabulary is very well promoted.
- The subject is well led and managed.
- There is not enough permanent recording of pupils' work.

Commentary

50. The 2004 end of Key Stage 1 national test results show that standards in mathematics are below the national average, and above average when compared with similar schools. Standards have steadily improved over the last few years as the result of the initiatives the school has put in place. The inspection findings indicate that pupils' attainment is in line with national expectations, and that pupils make good progress as

they move through Key Stage 1 and achieve well. The slight difference between the inspection findings and the 2004 test results reflects the fact that several pupils who were on course to attain the higher Level 3, performed badly on the day of the tests, and did not reach the standards anticipated on the basis of teacher assessments.

51. Over recent years, the school has been especially successful in the way in which it has raised the standards of the lowest attaining pupils without losing sight of the need to continually challenge the highest attaining pupils. The school has very imaginatively developed the curriculum so that the key features of the National Numeracy Strategy are incorporated into a lively range of daily mathematical activities that very successfully meets the needs of all pupils. Very good emphasis is placed on the pupils learning through practical experience, and new or difficult mathematical concepts are practically modelled so that the pupils can more easily understand them. By the end of Key Stage 1, pupils have a secure grasp of number and pattern, and make accurate calculations. They are fast when recalling number facts, but some pupils have difficulty in solving word problems without adult support. Pupils have a good knowledge of how to measure using standard units, but are less secure about estimating length, weight and capacity. Their knowledge of shape is good.
52. Teaching and learning are good and have some very good features. Throughout the school, teachers are exceptionally effective in the way in which they manage the challenging behaviour of some pupils. Teachers are highly effective in the way in which they promote mathematical vocabulary so that the pupils can explain their ideas clearly and concisely. They use resources well to enliven their teaching and to illustrate important teaching points. Introductory activities are often lively, but tempered well with opportunities for pupils to reflect on their learning. Activities are well matched to the pupils' needs, and teachers are effective in ensuring that key tasks are monitored by an adult so that the pupils' learning is systematically extended. The quality of learning is good, and pupils are responsive, well motivated, and keen to do their best. They are often highly independent, and able to work co-operatively in small groups or pairs. Teachers maximise the pupils' enthusiasm for recording their work on whiteboards, and as a result, pupils of all abilities are keen to write down their calculations. However, although in many ways this is a useful strategy, there are few permanent records of the pupils' work, making it difficult for pupils, and their parents, to see their ongoing progress. There is good use of information and communication technology to support pupils' learning in mathematics.
53. The leadership and management of the subject are good, and there has been good overall improvement since the last inspection. Innovative curriculum development has been well led, and as a result all staff are fully committed to the school's approach. Very good use is made of ongoing assessments to match work to the needs of individual pupils and groups of pupils and to highlight areas of whole-school strength and weakness. There has been a good programme of monitoring of teaching and learning which has been effective in raising standards, and the school has a clear programme for the future and continued development of the subject.

Mathematics across the curriculum

54. Pupils have good opportunities for using mathematics in their work in other areas. They regularly make measurements in science and design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well as they move through Key Stage 1.
- The science curriculum is very good, and provides very good opportunities for pupils to learn and use investigative skills.
- Scientific vocabulary is very effectively promoted.
- Ongoing assessment is used very well to plan the next stage of the pupils' learning, and to track their progress and attainment.
- There is not enough permanent recording of the pupils' work.
- The leadership and management of the subject are good.

Commentary

55. The 2004 teacher assessments show that the pupils' attainment in science is in line with the national average and well above average in comparison with similar schools. The inspection findings paint a very similar picture and show that the pupils' attainment is in line with national expectations at the end of Key Stage 1, and that pupils of all ages and abilities achieve well. The school's data show that standards have risen steadily over recent years, and that the school is equally effective in supporting the lower attaining pupils as it is in extending and challenging the higher attaining pupils.
56. The school has worked hard to develop the curriculum so that it fully meets the needs of all pupils. Units of work are studied in short blocks so that pupils gain a real in-depth understanding of the ongoing topics, and are able to absorb new learning, and explore new lines of enquiry. Pupils' investigative skills are strong, and they confidently suggest ways of tackling problems. Most pupils have a secure scientific knowledge and use subject specific vocabulary well to explain their ideas. Pupils carry out a wide range of practical tasks but there are only limited opportunities for them to make permanent records of the work they have covered. As a result, pupils miss out on the opportunity of looking back over past work to track their own progress or to refresh their memories.
57. Teaching and learning are good. Teachers are very effective in developing the pupils' scientific enquiry skills and in extending their vocabulary. They provide a very good range of first-hand learning experiences for the pupils which capture their interest and enable them to use and apply their scientific knowledge. Good links are made with other subjects, giving a good context for the pupils' learning and there are good opportunities for pupils to use information and communication technology to enhance and extend their learning in science. Pupils have very positive attitudes to science and are keen to carry out investigations. They work well together in pairs and small groups, and show good levels of concentration and perseverance.
58. The subject is well led and managed, and the provision for science has improved well since the last inspection. The innovative development of the curriculum, and the close match of activities to pupils' needs have led to improved standards. Assessment information is used very well to plan the next stage of the pupils' learning and to highlight areas of strength and weakness in the pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The quality of teaching is good enabling pupils of all abilities to achieve well.
- Pupils have very positive attitudes to their work in information and communication technology.
- Teachers do not make enough use of assessment data in planning work for pupils with different capabilities.
- Subject leadership is effective in developing the curriculum and supporting staff through new initiatives.
- Resources to support teaching and learning are good.
- Information and communication technology is used well to support pupils' learning across the curriculum.

Commentary

59. Most pupils are on course to achieve the nationally expected standards in all aspects of information and communication technology by the end of Key Stage 1. Children of all abilities, including those with special educational needs, achieve well and show very positive attitudes to the subject. There has been good and steady improvement since the last inspection.
60. By the end of Key Stage 1, pupils have a satisfactory knowledge and understanding of how to use word-processing programs. Higher attainers cut and paste text, and confidently and independently change the style and size of the font they are using. Pupils understand how to use computers for research purposes, and for gathering and presenting information, and regularly use programs that produce charts and graphs. Recently, Year 2 pupils have been avidly following the progress of yachts in an international race, accessing the Internet to find the most recent news of the boats and their crews. This particular project has been instrumental in developing cross-curricular links as the pupils study weather patterns, and track the routes taken.
61. Teaching and learning are good. Teachers have successfully undertaken a range of training and have received input, advice and support from the co-ordinator. As a result, they have the knowledge, understanding and confidence to teach information and communication technology skills effectively, and are competent and self-assured in their teaching. Teachers structure sessions carefully and they demonstrate new skills and techniques effectively, making good use of resources, such as projection equipment to engage the pupils' interest and involve them fully in the lesson. Teachers are extremely successful in establishing very good patterns of behaviour and a sensible approach to work, with the result that pupils are attentive to instructions and share equipment co-operatively. Pupils are keen to carry out tasks, and show very good levels of interest in their work.
62. The subject is well led and managed. The provision of resources has been significantly improved over recent years. Pupils have access to a computer suite, and a good range of equipment including programmable toys, sound recording equipment and digital cameras. The curriculum has been developed well, and there are good opportunities for the direct teaching of skills and knowledge. The co-ordinator has begun to monitor teaching and learning in order to check that all elements of the information and communication technology curriculum are taught, and to ensure that staff make use of

information and communication technology across the curriculum as a whole. She has identified the need for pupils to make even more use of information and communication technology to support their learning in other subjects. Assessment systems are in the early stage of development and are not yet having their maximum impact.

Information and communication technology across the curriculum

63. The use of information and communication technology across the curriculum is good. Teachers provide good opportunities for pupils to use a variety of technology to enhance their learning.

HUMANITIES

The inspection focused on **religious education**. Not enough evidence was collected to make firm judgements about provision, standards, teaching and learning in **history** and **geography**. However, evidence from teachers' planning shows that these subjects are taught on a regular basis to all classes, and that the school makes good use of visiting speakers and visits to enrich the pupils' learning.

Religious education

No judgements can be made about the overall provision in religious education as no lessons were being taught in the week of the inspection in any class, and therefore no teaching was observed.

Main strengths and weaknesses

- Assemblies make a strong contribution to the pupils' understanding of Christianity.
- Pupils have a good knowledge of the main Christian festivals.
- The pupils' knowledge of faiths other than Christianity is sometimes insecure.
- There is too little recording of pupils' work.

Commentary

64. By the end of Key Stage 1, the pupils' attainment is broadly in line with the expectations of the Locally Agreed Syllabus. The pupils have a good knowledge of Christianity, but their understanding and knowledge of other world faiths are less secure. The pupils achieve well from a low starting point, especially in their knowledge of Christianity. There has been satisfactory improvement since the last inspection.
65. Pupils have very positive attitudes to their learning and are keen to talk about their work. They are familiar with many Bible stories, and higher attaining pupils understand that parables have an underlying message. Pupils explain how the world was made, and know that Jesus spread the word of God. Older and higher attaining pupils are beginning to understand the idea of symbolism, and explain the significance of the cross in baptism ceremonies. They identify key features of churches, and know that people of other world faiths have their own special places of worship. With prompting pupils talk about celebrations from other main religions, but need prompts to recall their learning.
66. No lessons were being taught during the inspection, but evidence from discussions with pupils and teachers' planning indicates that teaching is good. The blocking of

religious education into small units of work enables pupils to study topics in depth, ensuring they have a secure understanding. Teachers have access to a good range of resources to enliven teaching and learning, and support lessons with a good range of visits to local places of worship. Pupils listen well to stories, so that they are able to retell them with clarity and high levels of enthusiasm, but rarely make written records of the work they have covered. This means that they are not easily able to refresh their memories or to look back on their previous work.

67. The subject is well led and managed and a great deal of thought has gone into the organisation of the curriculum so that it meets the needs of infant children. Although assessment systems are in the early stages of development, they provide a firm basis for the future tracking of pupils' progress and attainment. Assemblies are often linked to Christian topics, and carefully planned inputs make a significant contribution to the pupils' overall knowledge of Christianity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **design and technology** and **physical education**. Not enough evidence was gathered to make secure judgements about the provision in **music** or **art and design**. Evidence from discussions with pupils, displays of pupils' work, and teachers' planning indicates that pupils take part in a wide range of very relevant activities. Very effective curriculum organisation ensures that music, and art and design, are taught regularly, often through an integrated programme of work which provides good and meaningful contexts for the pupils' learning.

Design and technology

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

Main strengths and weaknesses

- Pupils enjoy the practical nature of the subject and have very positive attitudes.
- Teaching is good enabling pupils of all abilities to achieve well.
- Good links are made between design and technology and other subjects.
- The subject is well led and managed.

Commentary

68. By the end of Key Stage 1, pupils' attainment is in line with national expectations. Pupils of all ages and abilities, including those with special educational needs, achieve well across all aspects of the subject.
69. Design and technology is taught in blocks so that the pupils have the opportunity to study the ongoing topic in some depth. The pupils demonstrate a good understanding of all steps of the designing, making and evaluating processes. They understand the purpose of setting out an initial plan, which they amend in the light of the making process. They evaluate their finished products confidently, but are not very clear about the elements they might change if the task were to be repeated. During the inspection, Year 2 pupils were involved in designing a new fruit cocktail drink. This project made valuable links with other subjects as the pupils weighed and measured ingredients, cut up and studied different fruits, and wrote labels and instructions.

70. Teaching and learning are good. Lessons are well planned and prepared, and pupils have access to a wide and very stimulating range of resources which successfully extends their learning. Teachers use questions well to draw out the pupils' own ideas, and to help them to clarify their thinking. Activities are exciting and capture the pupils' interest and attention. As a result, pupils are highly motivated in their learning. Teachers effectively promote the pupils' subject specific vocabulary, and help them to evaluate their own learning perceptively and accurately. Pupils respond very well in lessons and are keen to work. They show good levels of independence, and work co-operatively with one another on shared tasks.
71. The subject is well led and managed and there has been good improvement since the last inspection, especially in terms of the development of the curriculum. Assessment systems are in the early stages of development, but are of good quality, and show clearly the overall picture of pupils' progress and attainment as they move through the school.

Physical education

The provision for physical education is **good**.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well.
- Good emphasis is placed on the teaching of physical education and pupils receive a very broad and balanced curriculum.
- The co-ordinator is taking a good lead in developing the whole-school approach to physical education.
- Good use is made of assessment when planning the next stage of pupils' learning.

Commentary

72. During the inspection, dance was the only element of the physical education curriculum that was being taught. By the end of Key Stage 1, standards are at the nationally expected level in this aspect of the curriculum. Pupils of all ages achieve well. There has been good improvement since the last inspection, especially in terms of the development of staff competence and expertise. Standards are starting to rise, and this is apparent in Year 1 where pupils show almost the same degree of competence as older Year 2 pupils.
73. By the end of the key stage, pupils show satisfactory levels of control of their bodies, and their co-ordination is generally good. Most show a satisfactory awareness of space, and of others. They respond well to different types of music, trying hard to reflect what they hear through their movements. Higher attaining pupils throughout Key Stage 1 show good levels of poise and their movements are fluid, as they move through different levels and at different speeds.
74. Teaching and learning are good. One of the most significant strengths of teaching is the way in which teachers encourage pupils to evaluate their own learning so that they can see how they might improve their work still further. Good use is made of both teacher and pupil demonstration so that good practice is shared. Teachers provide good levels of individual support for pupils who experience difficulties with their work, and effectively challenge the highest attaining pupils so they reach their potential. Pupils show good attitudes to their work, and try hard. They show good levels of effort, and appreciate and celebrate the success of others.

75. The subject is well led and managed and the co-ordinator has been effective in improving the overall provision through developing the expertise of staff and improving their confidence. Assessment systems are good, and give a clear picture of the pupils' progress and attainment as they move through the school. The school offers a good and broad physical education curriculum, and during the course of the year pupils enjoy taking part in a wide range of different experiences.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. This aspect of the school's work was not inspected in depth, and it is not possible to make overall judgements about the quality of teaching and learning, or the standards pupils attain. However, discussions with pupils and the personal, social and health education co-ordinator indicate that the subject is satisfactorily planned and regularly taught to all classes. In addition, teachers are skilled at picking up and developing incidental opportunities that arise during the course of the day.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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