

# INSPECTION REPORT

**Longlands Primary School**  
Broxbourne

LEA area: Hertfordshire

Unique Reference Number: 117326

Inspection Number: 186280

Headteacher: Mrs. Anne Read

Reporting inspector: Patricia Davies  
22460

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> October 1999

Under OFSTED contract number: 707432

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior with Nursery class
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Nunsbury Drive Turnford Broxbourne Hertfordshire EN10 6AG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M. Mills-Bishop
Date of previous inspection:	December 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Patricia Davies, Rgl	Areas of learning for children under five	Attainment and progress
	English	Teaching
	Art	Leadership and management
	Music	
Mary Malin, Lay Inspector		Attendance
		Attitudes, behaviour and personal development
		Pupils' spiritual, moral, social and cultural development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Paul Canham	Science	Assessment
	Information technology	Accommodation and learning resources
	Design and technology	
	Physical education	
	Equality of opportunity	
Roger Parry	Mathematics	Curriculum
	Religious education	Staffing
	Geography	The efficiency of the school
	History	
	Provision for pupils with special educational needs	
	English as an additional language	

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## MAIN FINDINGS

### What the school does well

- The test results for English and mathematics in 1999 were a significant improvement on the results of tests for eleven- year-olds in 1998;
- Children aged under five make good progress in the development of their personal and social and physical skills;
- Teaching is particularly good in lessons towards the end of Key Stage 2, which results in these pupils making good progress overall in lessons;
- Pupils behave well and have good attitudes to their work;
- Provision for pupils' moral and social development is good;
- The school provides good pastoral support and pupils are very well managed by staff;
- Attendance levels are good;
- There is good information for parents.

### Where the school has weaknesses

- Pupils make unsatisfactory progress in information technology, because there are not enough opportunities to learn new skills;
- There is insufficient formal, systematic monitoring by senior staff of the work of the school;
- The part played by the governing body in planning and monitoring the strategic direction of the school is not yet sufficiently formalised;
- Assessment procedures for information technology, religious education and foundation subjects have yet to be developed.

**Overall the school's strengths outweigh the weaknesses, and the overall capacity for improvement is satisfactory. The school has already taken measures to raise standards in English and mathematics, particularly at Key Stage 2, and appropriate steps have been taken to improve upon the weaknesses identified in the last inspection report. The need to monitor the work of the school is identified for development in the school's planning. Although weaknesses remain in information technology, provision has been improved. The weaknesses will form part of the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

Strengths identified in the last report relating to pupils' behaviour and attitudes to learning, pastoral support and maintaining good links with parents, have all been sustained. Improvements relate to increases in the rate of attendance and procedures for promoting them. Considerable improvements have been made to the learning environment by remodelling teaching areas. The school has sought to analyse tests data to identify areas of weakness, and results of the most recent tests in 1999 show significant improvement in English and mathematics at Key Stage 2. The school has effected satisfactory improvements overall to the key issues in the last report relating to the curriculum and assessment, and to standards of achievement in religious education. However, although improvements have been made to development planning and a policy has been introduced to monitor and evaluate the school's work, this policy has yet to be fully implemented, and the governors have yet to take an active part in planning and evaluating decisions. There has been some improvements made to information technology, and further improvement is planned.

## Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	E	E*	<i>well above average</i>	A
Mathematics	D	D	<i>above average</i>	B
Science	C	B	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

The information shows that standards in science are in line with the national average, and above average for similar schools. Standards in English are well below average for all schools, but \*very low against similar schools. In mathematics standards are below the national average and below similar schools. The school has a high turn-over of pupils joining classes during their school career. Despite this, results from the most recent tests in 1999 indicate that there has been significant improvement in English and mathematics, whilst standards in science have been maintained. Inspection evidence broadly reflects the most recent test results, and attainment is in line with national expectations overall in English, mathematics and science. This indicates overall improvement against similar schools. Standards are below average in information technology because pupils do not have enough opportunity to learn new skills. Pupils are satisfactorily meeting the objectives of the locally Agreed Syllabus for religious education at both Key Stages 1 and 2. By five years of age, most children reach satisfactory standards overall across the range of their work.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Insufficient evidence	Insufficient evidence
Other subjects	Satisfactory	Insufficient evidence	Insufficient evidence

Teaching is satisfactory or better in all lessons. In 51 per cent it is good or better, and very good in 8 per cent. The quality of teaching is better at Key Stage 2, where it is good overall. It is often very high at the end of the Key Stage in Years 5 and 6. The overall quality of teaching at Key Stage 2 helped pupils make good progress overall in lessons during the inspection in English, mathematics and science. Little teaching was seen of other subjects, and it was not possible to make an overall judgement for religious education or information technology.

*Inspectors make judgements about teaching in the range: excellent; very good; good;*



*satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

## Other aspects of the school

Aspect	Comment
Behaviour	Good in lessons and around the school.
Attendance	Good. The rate of attendance has increased.
Ethos*	Satisfactory overall. Relationships throughout the school are good, and pupils respond well to their work. The school has already taken steps to help raise standards.
Leadership and management	Satisfactory. The headteacher is well-regarded by parents and staff, and is implementing improvements appropriately. The governing body is developing its management role, but has yet to take a full part in planning and monitoring the school's work.
Curriculum	Satisfactory overall, with appropriate emphasis given to literacy and numeracy.
Pupils with special educational needs	The overall provision is good. Pupils make satisfactory progress overall. They make good progress in small groups where additional support is given.
Spiritual, moral, social & cultural development	Moral and social development are good. Spiritual and cultural development are satisfactory, but opportunities for multi-cultural development are limited.
Staffing, resources and accommodation	Accommodation and learning resources are good. Teaching staff are experienced and well matched to the needs of the curriculum.
Value for money	Satisfactory. The pupils' attainment is average overall when they enter compulsory education at five years of age and they make satisfactory progress overall as they move through the school.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"><li>• it encourages parents to play an active part in the school.</li><li>• it is easy to approach the school with questions or problems.</li><li>• it gives a clear understanding of what is taught.</li><li>• they are kept well informed about their children's progress.</li><li>• pupils are enabled to achieve a good standard of work.</li><li>• the work pupils are expected to do at home.</li><li>• values and attitudes have a positive effect on the children.</li><li>• it achieves high standards of behaviour.</li><li>• children like school.</li></ul>	

Most parents in their responses through questionnaires indicated that they are supportive of the school. Inspection findings largely confirm parents' views with regard to what they like about the school. Parents did not express any significant concerns about the work of the school.

### KEY ISSUES FOR ACTION

To improve standards of work and the pupils' learning, the governors, headteacher and staff should:

- ◆ raise standards in information technology by:
  - implementing a training programme with some urgency to improve the confidence and expertise of staff;
  - fully implementing the scheme of work;
  - providing the pupils with frequent and regular opportunities to develop and practise their knowledge and skills.(paragraphs: 15, 18, 41, 74, 118-121)
- ◆ improve further the quality of the monitoring of the work of the school by:
  - developing the management role of the deputy headteacher and other senior teachers;
  - the use of planned, regular observations of lessons to identify the strengths and weaknesses in teaching quality;
  - strengthening the role of subject co-ordinators;(paragraphs: 30, 66-68, 74)
- ◆ improve further the role of the governing body in planning and monitoring the strategic direction of the school by:
  - continuing to develop the role of governors' committees to increase their active involvement in the formulation of school policies and developments;
  - fully implementing the monitoring and evaluation policy;
  - developing formal systems to evaluate the success of spending decisions.(paragraphs: 66, 69, 74)

- ◆ develop assessment procedures for information technology, religious education and foundation subjects to help pupils make further progress. (paragraphs: 47, 126, 129)

*(Numbers in brackets refer to the paragraphs in which these weaknesses are discussed.)*

Other minor weaknesses which the governors should consider for inclusion in the school's action plan are:

- review timetabling arrangements to ensure that the hall is used effectively throughout the day so that pupils receive enough time to develop their gymnastic skills; (paragraphs: 20, 68, 79, 83, 145, 148)
- review the use of extra sessions for reading to ensure that they give focused support to a greater number of pupils and groups; (paragraphs: 40, 41, 68, 100)
- improve standards in design technology by giving more opportunities for pupils to generate their own ideas and evaluate their designs; (paragraph: 130)
- provide more opportunities across the curriculum and in assemblies for pupils to reflect on deeper issues and ideas; (paragraphs: 12, 51, 95, 100)
- provide more opportunities for pupils' multi-cultural development; (paragraph: 54)
- refine analysis of assessment and test data to include gender; (paragraphs: 49, 71, 102, 109)

## **INTRODUCTION**

### **Characteristics of the school**

1. Longlands school is situated in the large town of Broxbourne. It is a one form entry school with an attached nursery class, currently educating 144 pupils aged from four to eleven years, with only a slightly higher proportion of boys to girls than indicated in the previous inspection. This figure is small for this type of school. There are 26 children aged three to four years attending part-time in the nursery class. Pupils enter the nursery as three year olds in September and January to allow summer born children to benefit from having two terms in the reception class. They attend part-time for three terms when they join the reception class full time. Pupils are admitted according to the local education authority's standard criteria. At the time of the inspection there were 33 children present under the age of five in the nursery and reception classes. In keeping with the findings of the previous inspection report, the school has a high turn-over of pupils leaving and new pupils joining. For example, just less than half of the pupils in the present Year 6 started their education at the school, and over the last three years over 46 per cent of pupils on average at Year 6 have joined the school during their school career. Since the previous inspection, the school has made modifications to the semi-open plan nature of the buildings, so that classes now operate in separated areas. This development has been planned to help the school's commitment to the raising of standards. One new member of staff has been appointed during the last two years, increasing the staff by 0.5 of a full-time teacher. One class is being covered by a full-time temporary appointment to cover a short-term absence.

2. The characteristics of the school are broadly similar to those reported in the previous inspection, with a small increase in the number of private homes served by the school. However, most pupils continue to come from a range of home backgrounds. The number of pupils eligible for free school meals is nearly 25 per cent which is above the national average, which reflects a drop on figures in the previous inspection, when they were high in comparison with both the national and local averages. About 25 per cent of pupils are on the school's register of special educational need, which is above the national average and similar to the figures at the time of the previous inspection. There are no pupils with statements of educational need in the current school year. The number of pupils from ethnic minority backgrounds is 7.6 per cent, whilst about 3 per cent of pupils have English as an additional language. However, the school no longer receives additional funding for this. Baseline assessments undertaken within the first half of the Autumn and Spring terms when children in

both the nursery and reception classes show that overall language and literacy skills and those in mathematics in the nursery are well below the local average. More of these children receive pre-school experience since the opening of the school's nursery.

3. The aims and values of the school, as recorded in the school's brochure are:
  - educating the "whole" child: care both about what the child learns, and the kind of person they become by, treating pupils as individuals with differing needs; helping them to become caring and responsible adults;
  - helping pupils build strengths in order to fulfil their potential, thus helping the pupils to grow in confidence and self esteem;
  - assisting pupils to use and extend their natural curiosity, to investigate the world around them, seeking knowledge independently and purposefully in order to solve problems;
  - building a shared partnership between home/school/community.
  
4. The school's current key educational priorities are:
  - Aim: raising standards of achievement by:
    - analysis of Baseline, national test and assessment in Years 2 and 6;
    - directing resources at individuals and classes needing particular support;
    - target setting over the last three years which involves personal and social development as well as academic targets;
    - increasing parental involvement;
    - development of extra-curricular, including local cluster and partnership bid for New Opportunities Funding to support staff training in information technology and for the development of out of school clubs;
  
5. The school's current key financial priorities are:
  - maintain staffing levels for both teaching and non-teaching staff;
  - support for inspection;
  - maintaining updated equipment, especially administrative;
  - building alterations to maximise space;
  - funding for specific curriculum areas, for example mathematics, geography and English;
  - provide workable balance to general fund;
  - maintain reasonable contingency within County guidelines.
  
6. Targets set by the school for Key Stage 2 tests are: Year 2000: English: 75%; mathematics: 82%. The school has come close to meeting these in the 1999 tests, and they will be reviewed later this term.

## 7. Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1999	13	12	25

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	6	7
	Girls	9	10	11
	Total	14	16	18
Percentage at NC Level 2 or above	School	56 (71)	64 (82)	72 (68)
	National	82 (80)	83 (81)	87 (84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	9	9
	Girls	11	12	10
	Total	17	21	19
Percentage at NC Level 2 or above	School	68 (79)	84 (89)	76 (96)
	National	82 (81)	86 (85)	87 (86)

<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1999	11	7	18

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	9	9
	Girls	5	6	6
	Total	13	15	15
Percentage at NC Level 4 or above	School	72 (47)	83 (53)	83 (82)
	National	70 (65)	69 (58)	78 (69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	7	8
	Girls	6	4	6
	Total	13	11	14
Percentage at NC Level 4 or above	School	72	61	78
	National	68 (65)	69 (59)	75 (69)

<sup>2</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year			%
Authorised Absence	School		8.5
	National data	comparative	5.7
Unauthorise d Absence	School		0.5
	National data	comparative	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	8
Satisfactory or better	100
Less than satisfactory	0



## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

8. On entry into the school at five years of age the attainment of most pupils is in line with national expectations overall. Many will exceed them in their physical development and in reading. Overall the children make satisfactory progress in both the nursery and reception classes. They make good progress in the development of their personal and social skills, particularly in the nursery. They also make good progress in their physical development and in reading.

9. Pupils' performance in national tests in 1998 at the end of Key Stage 1, was in line with the national average writing, but well below in reading and mathematics. Standards in writing were in line in relation to schools with a similar percentage of pupils eligible for free school meals, below in relation to reading and very low in mathematics. In the tests at the end of Key Stage 2, results were in line with national averages in science, below in mathematics and well below in English. In comparison with similar schools, English was very low in comparison with national averages. In mathematics it was below, whilst in science it was above. However, the cohort at Key Stage 2 was small, and the school has to make provision for a high turn-over of pupils. In the last three years, over 46 per cent of pupils on average at Year 6 have joined the school during their school career.

10. Over recent years there has been a steady improvement in standards in both reading and mathematics at Key Stage 1, particularly in relation to reading. After a sharp dip in 1997, standards in writing recovered in 1998. Results of the most recent tests in 1999 show the same picture in relation to mathematics, but a decline in results in relation to reading and writing. This is largely because the group contained a higher than usual proportion of pupils with special educational needs. Results indicate that the performance of boys in English is consistently lower than girls. Evidence gathered during inspection reflects this improving picture, and shows pupils attainment to be broadly in line overall with national expectations in all areas of English, and in line with national expectations in mathematics. Assessed standards in science are also in line.

11. Results at Key Stage 2 also show improvement overall in recent years in mathematics and science, although there was a dip in both subjects in 1997. Standards in English show a decline. Results also show that the performance of girls in mathematics is consistently lower than boys, although the gap has gradually decreased. The 1999 tests results, however, show significant improvement in results in English and mathematics, and have remained the same in science. Again, evidence gained through inspection reflects the improvements in test standards, and is in line with national expectations in English, mathematics and science. These findings are also in keeping with those of the previous inspection report. The school has begun to analyse test results and focus on raising standards in English and mathematics, particularly at Key Stage 2 where extra support has been targeted. In addition, the early introduction of the National Numeracy strategy has strengthened the provision for mathematics. The National strategy for Literacy has also been well-implemented throughout the school and is beginning to positively affect the quality of learning. Older pupils at Key Stage 2 also benefit from good, and sometimes very good teaching, which enables them to make good progress overall in lessons.

12. In English pupils make satisfactory progress in speaking and listening skills at both key stages, and attainment is in line with national expectations. Throughout the school, pupils generally listen well. Most pupils speak confidently and readily answer questions and contribute in whole class discussion. However, they are less able to talk about ideas at a deeper level,

and there are limited opportunities for them to engage in more reflective discussion and debate.

13. Pupils throughout the school also make satisfactory progress overall in developing reading skills, particularly in relation to reading accurately, and their attainment is in line with national expectations. Most pupils enjoy reading, although they do not have a wide knowledge of books beyond those they meet in school. Towards the end of Key Stage 1, both higher and middle attaining pupils use phonic knowledge well to read words they do not recognise, whilst lower attaining pupils are more hesitant. Pupils are less skilled at browsing text for information about the nature of the story. In their final years at Key Stage 2, higher attaining pupils are fluent readers, and pupils make good progress in developing higher order skills such as skimming and scanning text for information. However, pupils make less progress overall in their ability to analysis text, and most pupils have only a limited knowledge of how to use the library, or use books for personal research.

14. Satisfactory progress is made overall in the development of writing skills at both key stages, particularly in relation to writing for a range of purposes, and in the development of formal skills such as punctuation, spelling, grammar and handwriting. Attainment overall is in line with national expectations. Towards the end of Key Stage 1, higher attaining pupils use full stops and capital letters consistently, and most pupils have legible handwriting. Towards the end of Key Stage 2, higher attainers have confident joined handwriting. Most pupils complete extended pieces of writing, and higher attainers use punctuation within sentences. Throughout the school most pupils complete extended pieces of writing. When given the opportunity they write with interest and sensitivity, for example about the capture of the school rabbit at Years 5 and 6.

15. Literacy skills are satisfactorily developed across the curriculum. Subject related vocabulary is well-used and meanings well established in a range of subjects, including mathematics, science, religious education and geography. Sometimes pupils use the CD ROM to learn about topics in history, but opportunities to use information technology are limited. History also provides chances for discussion.

16. Progress in mathematics is satisfactory overall at both key stages, and good overall in lessons at Key Stage 2. They make very good progress in lessons at the end of Key Stage 2. Attainment is in line with national expectations at both key stages in relation to all aspects of the subject, although pupils at Key Stage 2 have less opportunity to develop their skills in relation to using and applying their knowledge. At Key Stage 1, pupils consolidate their learning in the four operations of addition, subtraction, multiplication and division, and learn new skills and mathematical vocabulary in area and shape. Towards the end of the Key Stage they can sequence numbers to 100, and apply their knowledge in handling money. At Key Stage 2, lower attaining pupils make slow progress when they first meet new concepts, but the rate of process quickens once they are familiar with the ideas. Higher attainers grasp concepts quickly. They make good progress overall in the development of their mental strategies for calculation. Towards the end of Key Stage 2, they show a good understanding of fractions, including the functions of the numerator and denominator, and relate equivalent fractions to their knowledge of dividing circles into segments. Good progress is also made in the use of mathematical knowledge in other subjects, for example in constructing graphs in to show scientific or geographical information.

17. Pupils satisfactory progress overall in science as they move through the school, and good progress in lessons at Key Stage 2. Pupils are encouraged to talk about their work, and middle and higher attaining pupils make satisfactory gains in their scientific knowledge and vocabulary. Towards the end of Key Stage 1, pupils develop a satisfactory understanding of living and non-living things, and the life phases of some creatures. Investigational approaches are developing, but are not established. This is developed further at Key Stage 2, where higher attainers show a good awareness of how to record experiments clearly. They make

confident predictions and conclusions. Towards the end of Key Stage 2, pupils satisfactorily develop their understanding of a good range of scientific knowledge and concepts, for example relating to materials and how they change, electrical circuits, the earth and beyond and the classification of living animals.

18. Pupils make unsatisfactory progress in information technology at both key stages. Although improvements have been made to provision, little use of computers was seen during the week of the inspection, particularly in lessons. There is a limited range of activities and opportunities to use computers and learn or consolidate new skills are inconsistent. As a result statutory requirements are not being fulfilled and attainment for all pupils is below national expectations. Most pupils word process, edit and print their work, but have limited keyboard skills overall. Towards the end of Key Stage 1, pupils at Year 2 enter data and produce pie charts. Towards the end of Key Stage 2, pupils use the CD ROM and the internet to access and download information for their work in history. However, they are unsure of how to use function facilities such as the spell checker, or the space bar and shift keys. Information technology is not being used sufficiently to support work in other areas of the curriculum.

19. Pupils make satisfactory progress in religious education at Key Stage 1, and are meeting the objectives of the locally agreed syllabus. This is an improvement on the findings of the previous inspection report. Pupils often make good progress in lessons, and sometimes very good progress at Key Stage 2 as a result of highly effective teaching. Attainment is in line with national expectations. By the end of Key Stage 1, pupils have a satisfactory knowledge of Bible stories, and reflect on and empathise with their own feelings and those of others. By the end of Key Stage 2, pupils have a broad understanding and knowledge of other world religions, which they compare with Christian beliefs and practices.

20. Satisfactory progress is made overall in art, history, music and physical education, and standards match those expected of pupils of a similar age. Pupils develop a satisfactory range of skills in art, and in history they make sound progress in understanding how life has changed over time, and by the end of Key Stage 2 have satisfactory knowledge of particular historical periods, and some use computer generated information to complete personal. Throughout the school pupils enjoy singing. They learn to clap rhythms, and pupils at Key Stage 2 gave a good general knowledge of musical instruments. Teachers with specialist subject knowledge enhance pupils' achievements, as do choir and recorder groups. There was insufficient evidence to make an overall judgement about standards or pupils' progress in design technology or geography. Although pupils make sound progress in physical education, the picture is mixed. They make good progress in developing games skills, but unsatisfactory progress in gymnastics lessons. This is because they do not have sufficient time in these lessons to practise their skills or evaluate their performance. Pupils are beginning to develop a satisfactory awareness of the importance of exercise in keeping healthy.

21. Pupils with special educational needs make satisfactory progress throughout the school in line with their targets. In lessons where they receive additional support either in the class and through group work out of class they often make better progress. Those pupils with English as an additional language also make satisfactory progress overall.

### **Attitudes, behaviour and personal development**

22. The positive and caring ethos of the school is mirrored in the good behaviour and attitudes to work displayed by pupils, and contributes significantly to their personal development. This maintains the positive findings of the previous inspection report, and is endorsed by a large majority of parents, both in response to questionnaires and at their meeting before the inspection, who feel that the school promotes positive values and attitudes. In all lessons pupils' attitudes were judged to be satisfactory or better. They were good or very good in 65 per cent of lessons, and very good in 8 per cent. The very good levels of pupil response are directly related to high quality teaching, particularly in the older years at

## Key Stage 2.

23. Children are generally well-behaved in both the nursery and reception classes. In the nursery children are enthusiastic about their activities. They enjoy their outside activities, but are equally happy to come inside and sing simple songs. In a physical education session in the hall, they showed a real sense of enjoyment, particularly when responding to musical instruments. In the reception class, children are responsive in whole group sessions and are happy to take part. Sometimes, however they become restless when the pace of sessions slows, or lose concentration during some freer activities when they are without adult support.

24. Pupils with special educational needs generally have good attitudes to their work, particularly in groups with-drawn from the classroom. Most pupils work well independently, and sustain their concentration during activities.

25. Pupils enjoy coming to school and their parents are appreciative of this. They are proud of their achievements, particularly when publicly praised by receiving a certificate in the Friday assembly. In lessons which are interesting and where teaching quality is high, pupils' attitudes are very good, and they are often highly interested and well motivated. For example, in a literacy session at Years 5 and 6, pupils were highly responsive, giving lively and confident contributions to discussion about the text. They responded in a mature manner to the teacher's use of humour. Occasionally, a few pupils show limited interest and are occasionally disruptive and attention-seeking which interferes with the lesson and the progress of other pupils.

26. Pupils' behaviour is good overall both in lessons and around the school, and pupils work and play well together. All respond well to school routines, such as lunchtime procedures. Pupils have a clear understanding of right and wrong, and no inappropriate behaviour was observed during the inspection. When pupils and lunchtime supervisors were interviewed they reported that such incidents were rare occurrences. The school's environment and resources and displays are well cared-for by pupils, and they respect the belongings of others. Pupils are friendly and courteous to visitors.

27. The quality of relationships throughout the school is good. Pupils have a positive relationships with all staff and relate well to each other, operating well together in whole group sessions. Older pupils respond readily to opportunities to care for younger pupils.

28. Pupils' personal development is good. Throughout the school pupils accept responsibility willingly, for example clearing up at the end of a lesson. Older pupils look after younger pupils by helping them with their shoes before break times and also by looking out for them when they first enter the school. They take care of learning resources, property and equipment such as computers. During discussion pupils value each other's contributions and efforts. For example, pupils in a religious education lesson at Years 5 and 6 all expressed their feelings about breaking promises, without any inhibition and took the initiative to extend ideas further.

## **Attendance**

29. Attendance is good and this makes a positive contribution to pupils' attainment and progress. At 95 per cent, levels of attendance are above the national average, and this is an improvement on the findings of the previous inspection report. Since the last inspection procedures to promote attendance have also been improved. There is no unauthorised absence or absence in particular groups of pupils. There are however, a small but growing number of parents who take their children on holiday during term time. The school has taken appropriate steps to improve this trend. Punctuality is good at the start of the day and lessons generally begin on time.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

30. The quality of teaching is satisfactory overall, and shows some improvement since the last inspection, when a high percentage of lessons were judged to be sound or better, and were good in almost half. During the present inspection however, no unsatisfactory lessons were observed and all lessons were judged to be at least satisfactory or better. Just over half were good or better, and teaching was very good in 8 per cent. The quality of teaching is stronger overall at Key Stage 2, and particularly at the end of the Key Stage where all examples of very good teaching occur. The strengths of teaching outlined in the previous inspection report have largely been maintained, and improvements have been made overall to planning and the identification of learning objectives. Most activities are sufficiently challenging and lessons are generally well-paced. Support staff are well-used. However, the school is aware that it has yet to introduce formal strategies to monitor the quality of teaching throughout the school and has included this in its development planning.

31. The quality of teaching of those children under five years of age is satisfactory overall, and sometimes good in the nursery. In both classes support staff are well-used, and they give close support to children. Routines are clearly established in the nursery, and as a result children follow them naturally. There is a calm, happy atmosphere to which the children respond well, and they benefit from a generally broad range of activities. Relationships with parents are also good and they are happy to come into the classroom to collect their children. Where teaching of those children aged under five years is most effective, whole group sessions have a lively pace which engages and involves the children. Management of behaviour is good with clear, supportive instructions and good relationships. Where the pace of lessons slows, children lose concentration and sometimes become restless, and the good potential of well-prepared resources is lost. Sometimes group activities do not receive enough adult attention and children become silly or drift away from the purpose of the activity.

32. Overall, most teachers have satisfactory subject knowledge. Where it is good, and sometimes very good, explanations are clear and it is used effectively in whole group discussion to judge knowledge and progress. For example, in a religious education lesson at Year 3, it effectively supported careful questioning which was used to assess pupils' understanding. All year groups benefit from some staff with good levels of specialist knowledge, for example in music. However, occasionally this expertise is under-used in larger group sessions to further develop pupils' singing skills and musical knowledge. Overall there is good knowledge of the national strategies for promoting literacy and numeracy.

33. In most lessons teachers have appropriate, and often good levels of expectation of what pupils can achieve, particularly at Key Stage 2. For example, in a literacy session at Year 4, objectives were clearly shared with pupils, and there was a very good use of question and answer to develop understanding of the format and use of non-fiction text. As a result most pupils made good progress, and particularly the higher and lower attainers. Where expectations are less than satisfactory, activities are sometimes unchallenging, or

opportunities are missed to explore or extend ideas and skills.

34. Lesson planning has been considerably improved by the development of detailed and concise guidance, and is generally good. There are clear planning structures for literacy and numeracy, and concise learning intentions are identified.

35. Teachers employ a satisfactory range of methods and strategies to support learning overall, although the picture is stronger at Key Stag 2. In the most effective lessons, a lively delivery engages pupils' attention and interest, and their own ideas are well-encouraged and used to further their learning. For example, in a science lesson for pupils at Years 5 and 6, the teacher adopted a dynamic approach in discussion by linking the topic of electricity effectively to everyday science, which highly motivated the pupils. The quality of some lessons is inhibited by the lack of excitement.

36. A number of pupils with special educational needs receive good teaching to develop their reading skills. The teachers' helpful intervention helps them maintain the flow and meaning of the story, and develop their vocabulary. Class teachers refer to pupils' individual education plans in their lesson planning. Many lessons contain work that is planned to provide appropriate access to pupils with special educational needs. Teachers and support staff work closely together in planning. A link book is used to keep teachers informed of work done by support teachers and class assistants with individual pupils.

37. The management of pupils is good at both key stages, and is a particular strength of teaching. It is a significant factor in the overall good quality of pupils' behaviour and attitudes to learning. Clear expectations are well-reinforced through a firm but supportive approach. Relationships with pupils are good, and there is a good awareness of individual pupils. Humour is sometimes effectively used to enrich those relationships.

38. Time and resources are well-used at both key stages. White boards are used effectively to illustrate teaching points, and general resources are easily accessible to pupils. For example, in a literacy session at Year 2, the pupils benefited from equipment readily to hand on their tables. In a religious education lesson at Year 3, pictures in the book retelling the story of Jonah were used effectively to relate the pupils' knowledge of the story to previous work. Many lessons are fast-paced and time is well managed. However, some lessons in physical education are too short for pupils to make sufficient progress in the development of their skills, and very occasionally whole class sessions are too long.

39. Some examples were seen of teachers assessing pupils' understanding to help them develop further, often through questioning. These assessments are largely informal, but where they occur they affect future planning. The quality of marking is inconsistent overall, and where it occurs it is encouraging, but contains little developmental content to help pupils improve further. Few examples were seen of homework being set during the week of the inspection related to ongoing work in lessons. However, pupils take home spellings and books to read. Pupils in Years 5 and 6 have homework diaries and have additional regular assignments in mathematics and science.

### **The curriculum and assessment**

40. The curriculum for pupils under five and in both key stages is satisfactory. The curriculum is appropriately planned to the desired learning outcomes for children aged under five years, with a satisfactory awareness of the requirements of the National Curriculum at Key Stage 1. The reception class also undertake both the literacy and numeracy sessions, in keeping with the rest of the school. Medium term and weekly planning is satisfactory overall, and learning objectives and assessment opportunities are clear. All staff are involved in planning, and there is good liaison between the two classes, particularly as teaching staff share the teaching of the reception group. A good emphasis is given to the development of

reading accuracy, although the time allocated to these activities is not always effectively used, and some group activities receive little adult support whilst a small number of children read individually to adults. Whilst these individuals benefit from close support, the majority in groups make insufficient progress. There are also insufficient opportunities planned for a wide and rich range of writing and mathematical activities to enable pupils to make greater progress in their skills, knowledge and understanding. Assessment systems are satisfactory overall. There is a good simple system for children to take responsibility in the nursery for keeping track of their activities, and staff satisfactorily maintain ongoing checks of the development of individual children's skills and understanding, which is then used for planning.

41. There has been satisfactory improvement since the last inspection in the provision of schemes of work for all subjects, with the exception of design and technology and personal and social education, where schemes are in hand to meet new guidelines, and there are plans in place for each year group. The curriculum makes satisfactory provision for pupils' intellectual, personal and physical development. They make satisfactory progress and they are suitably prepared for the next phase in their education. The curriculum is broad and includes all the subjects of the National Curriculum, religious education and a personal and social education programme. Pupils at Key Stage 2 pupils receive appropriate sex education and drug awareness sessions. This includes contributions from the school nurse and specialist police officers. Science lessons also provide for this aspect of the curriculum. The school has a stated commitment to raising standards across the curriculum, with particular emphasis on literacy and numeracy. It has therefore allocated a greater amount of time to English and mathematics, with extra reading sessions on most days. However, there is insufficient monitoring of the content of these extra sessions to ensure that all pupils receive sufficient focused attention. In addition, the school is not meeting requirements with regard to information technology. Opportunities for pupils to take part in the subject rely on teachers' planning its use through other subjects. However, these chances are sometimes missed as the subject is insufficiently monitored.

42. The curriculum is relevant to pupils' ages and interests and activities beyond the school enrich it. Various subjects make use of the locality to enrich the curriculum and promote wider understanding. A programme of visits take place for all year groups, for example, pupils visit Mole Hall Wildlife Park in relation to science, and Hatfield House to support their study of the Tudors in history. There is involvement in the Junior Citizen course organised by the Metropolitan Police, and pupils sing carols at the Waltham Cross Shopping Centre. There is satisfactory provision for extra-curricular activities particularly in music and sport. The older pupils benefit from a choir and recorder group, and an outside specialist runs football sessions, in addition to netball and football clubs.

43. All pupils have equal access and opportunity to the curriculum including those with special educational needs. The school provides additional support for pupils with special needs, particularly in developing literacy skills. This provision is good in Key Stages 1 and 2, and satisfactory for pupils under five. It is particularly good where pupils receive teaching in small targeted groups outside the class. The subject matter is carefully planned and effectively modified so that it relates to the activities undertaken by the class. In class-based lessons where there is a support teacher or a class assistant good planning by class teachers also make efficient use of this additional resource. All teachers have the individual education plans of pupils in their classes so they are well informed of their needs.

44. Considerable improvement has been made to planning since the last inspection, and satisfactorily supports the planning for progressively developing pupils' knowledge, skills and understanding. Each year group has an overall annual plan, whilst medium term plans shows coverage for a term. Detailed planning for each day is contained in weekly plans with clear guidelines on how these are to be kept and maintained. They show lesson objectives, resources and work planned for pupils in ability groups.

45. The school has made satisfactory progress in addressing assessment issues identified in the last inspection report. It has a comprehensive and clear assessment policy which is implemented consistently in the core subjects. The introduction of national guidance in the national literacy and literacy strategies, and the use of other subject guidance, has helped the school to improve its assessment procedures and guide planning, particularly in the core subjects.

46. Information from the baseline assessments for children in the reception classes are used to help with predictions for pupils when they reach the age of seven. Information from these assessments helps the school to identify pupils' need at an early stage and gain additional support from outside agencies where necessary. Assessment procedures are well-structured in English, mathematics and science, with a detailed timetable of assessments. Pupils' progress is regularly monitored. Their performance in the core subjects of English, mathematics and science is assessed by class teachers termly, and at the end of each topic in science, and this information is used to complete class profiles. In addition, assessments based on previous questions from end of key stage tests are given to pupils and used to help with planning for the following academic year. This whole process helps to present an accurate picture of pupils' progress and indicates where resources and support need to be targeted. Individual targets are set to match the government guidelines. However, in some subjects, for example English, ongoing developmental comment about pupils' progress is under-developed.

47. Assessment procedures for religious education, information technology, and other subjects, have yet to be developed. On-going assessment based on learning objectives helps with teachers' planning. However, the quality of the marking seen in pupils' books during the inspection was inconsistent, although the school has a clear policy.

48. Pupils with special educational needs have their own comprehensive individual education programmes, which include achievable targets. Pupils' progress is carefully monitored by day-to-day assessment, both by teachers and special needs classroom assistants. Analysis of test and assessment data used to target support. Parents are appropriately involved. Those pupils with English as an additional language are satisfactorily catered for within the overall curriculum provision and assessment systems of the school.

49. Teacher assessments and the results of tests are scrutinised. However, the school has yet to refine analyse to include the performance of pupils by gender, and acknowledges the need to introduce a systematic and cohesive approach to assessment in all subjects.

### **Pupils' spiritual, moral, social and cultural development**

50. In keeping with the findings of the previous inspection report, the school remains a caring community in which individual pupils are valued, and the provision for pupils' spiritual, moral, social and cultural development is good overall. Particular strengths relate to opportunities for moral and social development, and this is reflected in the good behaviour of pupils and the positive quality of their relationships with adults and each other.

51. The provision for the spiritual development is satisfactory. Most teachers make appropriate use of informal opportunities to highlight the spiritual aspects of life. For example, mention was made in assembly about the recent train crash, and children reflected on the effect of those who had lost relatives. In history they are encouraged to empathise with people who lived at other times. For example, they write about how people earned a living in ancient Greece and aspects of their daily lives. Pupils are also well-involved in discussion during whole class sessions and are happy to share ideas. When given the opportunity they readily explore their feelings with each other, for example in a religious education lesson at Years 5 and 6 about promises. They also write about the theft of the school rabbit from the rabbit's point of view. However, opportunities to highlight and develop a deeper understanding of what



is being taught are often missed, for example in exploring the wonder of the natural world in science. Time used for reflection in assemblies is also under-developed, and there is sometimes little pupil involvement. Religious education makes a satisfactory contribution to pupils' spiritual understanding through planned opportunities to learn about religious practices and explore similarities and differences between the practices of different major religions.

52. The provision for pupils' moral development is good. The good behaviour policy promotes consideration and respect for all, and the right to expect understanding and tolerance. Staff have high expectations of behaviour, and pupils learn from an early age what is right and wrong. Some subject areas also provide opportunities for pupils to consider moral issues. For example, the importance of keeping promises in religious education, and work on waste materials in geography.

53. The provision for pupils' social development is also good. The school aims to help pupils understand the pattern of relationships within their own experience, and the interdependence of people and groups. Pupils help with school routines by taking the registers back to the office, helping to carry physical education equipment and occasionally delivering important messages around the school. Pupils are given opportunities to work together, and to share ideas and equipment. Teachers encourage co-operation in practical lessons such as art, music and physical education and through co-operative play in the early years. At lunchtime pupils sit and eat together in the dining area. They learn to say please and thank you and to take turns. Extra curricular activities such as football and netball provide good opportunities for developing the skills of working as a team.

54. Although there are good examples of provision for the development of pupils' understanding of their own culture and its traditions, the multi-cultural aspect of pupils learning is under-developed. Knowledge of their own culture is enhanced through visits to museums and art galleries. Their work in both music and art also promote pupils' aesthetic development. A school choir, recorder group and annual productions considerably enhances this provision. There are some opportunities to study other cultures in subjects such as religious education and geography, but opportunities overall are limited.

### **Support, guidance and pupils' welfare**

55. Overall the positive features described in the previous inspection report have been satisfactorily sustained, and provision for the support guidance and welfare of pupils' is good. Teachers know their pupils well, and have very good relationships with them. Good progress has been made in developing procedures for monitoring attendance.

56. Policies and procedures for monitoring academic progress are satisfactory. There is a comprehensive policy for assessing pupils' academic progress, and well-structured procedures to track levels of progress and set level targets for individual pupils in English and mathematics. However, systems for developmental, on-going comment about pupils' understanding and progress is less well-developed and the quality of marking is also inconsistent. The monitoring of pupils' personal and social education is good and the school follow the Hertfordshire guidelines.

57. Pupils with special educational needs are integrated fully in all aspects of school life, and overall there is good support for these pupils. Those at Stages 2 and 3 of the Code of Practice for pupils with special educational needs have individual education plans, and the targets for each pupil are agreed by the co-ordinator for special needs and the class teacher. Baseline assessments are used satisfactorily to identify children with problems, and assessment information is well-used to focus extra support with individuals and focused groups. All targets are reviewed half-termly.

58. The school has a good behaviour policy, which is consistently implemented by all staff.

There is a climate of appropriate behaviour in the school, which is well supported by teachers, support staff and lunchtime supervisors, and pupils are particularly well-managed in lessons. Many adults are good role models and some older pupils set good examples to younger pupils. The school has procedures in place to deal with issues of harassment or bullying and promotes appropriate parental involvement. There is a system of rewards and certificates which pupils appreciate and strive towards. Achievement and good behaviour are rewarded and celebrated and inappropriate behaviour is dealt with promptly and consistently.

59. Procedures for monitoring and promoting attendance are good. The school follows up pupil absence quickly and efficiently, and parents are made aware of procedures. This is an improvement on the previous inspection. The school has a good working relationship with the Educational Welfare Officer who visits at least every half term.

60. The school satisfactorily promotes health and safety in most aspects of school life. All staff have been trained in emergency first aid procedures. However, there is no specific area designated for pupils who are feeling unwell. The caretaker and the headteacher perform regular health and safety checks and the local education authority also complete regular checks. Fire drills are regularly carried out, fire extinguishers are checked annually and electrical equipment is appropriately tested. However, no formal risk assessments have been carried out. Child protection procedures are good, the school follows the Local Education Authority policy and guidelines. There is a designated member of staff who attends training to keep up-to-date with any developments, and passes this information to the rest of the staff.

### **Partnership with parents and the community**

61. The school has maintained the good partnership with parents identified in the previous inspection. In addition, the Friends of the School Association has been established, and makes a valuable contribution to the life and work of the school through its fund-raising activities. Events are well-supported by parents. The school is very keen to develop further the involvement of parents, and has arranged curriculum evenings to encourage their understanding of their children's learning. Many parents acknowledged both in questionnaires and at their meeting before the inspection that the school encouraged them to play an active part. Links with the community are satisfactory overall.

62. The quality of information provided for parents is generally good overall. There is an informative governor's annual report to parents and a user-friendly prospectus. Both of these acknowledge a strong and shared partnership between home, school and governors and state that parents are welcome in school. This is reinforced by the new home school agreement. There are regular newsletters and also class newsletters to keep parents up to date with what is happening. There are home school contact books, although these are inconsistently used. Parents also have both formal and informal opportunities to discuss their child's progress with staff. Parents receive detailed academic reports and formal consultative meetings each term.

63. The school works closely with all parents of pupils with special educational needs. Parents are encouraged to discuss concerns with the school when they arise. The progress of pupils with special needs is discussed with parents at consultation meetings, or at meetings called for that purpose. The school has good links with the local authority services that support pupils with special educational needs.

64. Parents play an active role in their children's learning both at home and in school, and this helps to enhance the quality of education. A number of parents help the school with hearing pupils read, sharing their skills and experiences, and on educational visits. Parents of children with special educational needs participate in regular reviews of their children's progress, and are kept fully involved through formal and informal meetings, review meetings and written reports.

65. Pupils benefit from a broad range of school visits, which support the curriculum. There are community links with the local police and the school nurse both of whom enhance the quality of education for the pupils at school.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

66. The quality of the leadership and management of the school is satisfactory overall. Since the last inspection, the school has successfully maintained a happy, secure and caring environment. The headteacher is well-regarded by parents and staff, and has appropriately influenced and implemented strategies to raise standards. She is strongly supported in her current work by active and well-informed key governors. However, there are weaknesses in the monitoring of teaching and the curriculum, as noted in the school's development planning, and the governing body has yet to take a full and active role in planning and evaluating the work and development of the school. The headteacher and governors have already taken some steps to remedy these weaknesses and a significant improvement has already been seen in the most recent statutory test results in 1999 at Key Stage 2.

67. The deputy works closely with the headteacher, and gives good informal support to staff. She also provides a good role model as a highly effective classteacher. However, her formal management role and that of other senior staff is under-developed. Co-ordinators produce helpful annual action plans to inform school development and budget planning, but they have insufficient opportunities to monitor the quality of teaching and learning in their subject area. This reflects the findings of the previous inspection report. The literacy and numeracy strategies have been well-introduced.

68. In direct response to the previous report, the school has recently introduced a detailed monitoring and evaluation policy which covers a good range of the school's work, including attendance, behaviour, parental involvement and standards. However, it has yet to be fully implemented, particularly with regard to the monitoring of teaching. The school is aware of this and has included it in its development planning. Annual professional interviews with teaching staff are closely linked to job descriptions and have been used satisfactorily to set targets for improvement and development. The headteacher also checks planning and gives feedback to staff where needed. However, there has been insufficient monitoring of the effective use of time across the whole curriculum, for example in daily whole class reading sessions, or in relation to the full use of the hall throughout the day.

69. The school's development plan is generally effective in helping the school to move forward by planning for three years in advance, and recording developments necessary in the current year in more detail, particularly with regard to curriculum developments. It is suitably costed and has criteria for judging the success of outcomes. The headteacher provides regular and frequent information for governors to keep them well-informed. There is, however, limited opportunity for governors to be actively involved in formulating school policies or development. Neither are they sufficiently involved in evaluating the success of planning initiatives or decisions. Key governors, however are aware of these deficiencies, and committees have recently been set-up to create a greater involvement in the school's work. Governors fulfil all the statutory requirements of their role except that relating to provision for information technology. Acts of worship meet statutory requirements overall.

70. The headteacher acts as co-ordinator for pupils with special educational needs. She gives good support to staff and particularly with regard to the organisation of provision within lessons. The administration of records of pupils with special needs is undertaken efficiently. The governor with responsibility for provision of special educational needs performs a very valuable role. She keeps the governors informed fully on a regular basis, liaises with the head teacher, and links with the local authority centre for special needs resources.

71. There is a good policy for equal opportunities which has recently been drawn-up. However, it has yet to be fully implemented, particularly in relation to the analysis of the relative performance of boys and girls.

72. Overall, the school satisfactorily meets its aims and objectives, and particularly so with regard to helping pupils become caring and responsible, and in building their self-esteem and confidence. The ethos of the school is satisfactory overall. Pupils are managed very well, have good attitudes to their work and make satisfactory progress. There is a pleasant working atmosphere, and the learning environment is enhanced by attractive displays. There is a conscientious commitment to improving achievement, and the school is analysing test results, and providing extra support to focused groups of pupils in literacy and numeracy in order to raise standards.

73. The school has made satisfactory improvement overall since the last inspection. It has made good progress in improving attendance levels and the procedures to promote them. The school continues to give pupils good pastoral support, and as a result pupils' good behaviour and attitudes to learning have been maintained. Good links with parents have also been sustained, and The Friends of the School association has become fully established since the last inspection. Considerable improvements have been made to the accommodation so that classrooms are self-contained and provide a more effective learning environment.

74. The school has endeavoured to tackle the key issues identified in the last report. There have been considerable improvements to planning and this has made a positive impact on the quality of lesson plans. Schemes of work are now in place for all subjects except design technology and pupils' personal and social education, and these are being developed. Plans for each year group have also been completed. The scheme of work for religious education is based on the objectives of the locally Agreed Syllabus and pupils are meeting its expectations. There has been some improvement to the provision for information technology and the school has plans in place for its further development. In addition, a small computer area has been set-up in the library. However, this area of the curriculum has yet to be fully developed, and the school is not meeting statutory requirements. There has been satisfactory improvement to assessment systems. School and national test data is analysed to set targets for individual pupils, and identify groups of pupils needing extra support, although systems for ongoing developmental assessment are more limited. Results of the most recent tests in 1999, indicate that test standards in English and mathematics have risen significantly on those of 1998 at Key Stage 2. Appropriate improvements have been made to the school's development plan, and a new policy for monitoring and evaluating the school's work has been introduced. This policy has yet to be fully implemented, particularly with regard to the quality of teaching, and governors do not yet have formal strategies for monitoring and evaluating the success of decisions. However, the governing body has also recently set up committees to develop a more active role in the school's work and monitor progress. Taken overall, the present capacity for further improvement is satisfactory.

## **Staffing, accommodation and learning resources**

75. The positive picture outlined in the previous report has been maintained, and teaching and support staff remain committed and hard-working. The teaching staff is experienced, some with many years experience of teaching and service to the school. They are appropriately qualified to teach the range of subjects of the National Curriculum, although some require training to develop further their knowledge and skills in information technology. Eligibility for a grant has helped to increase the number of teachers and support larger classes. Good support from a part-time teacher and classroom assistants enhances pupils' experience. Careful arrangements for their use fit very well with the daily pattern of school life.

76. Staff have a good understanding of the requirements of pupils with special educational needs through individual education plans and other information. The co-ordinator for special educational needs, special needs support teacher and classroom assistants provide valuable support to teachers. There is good liaison between teachers and support staff in lesson planning so groups and individual pupils benefit in those classes where support staff are present.

77. There are satisfactory arrangements for staff development. The head teacher discusses the requirements of the school development plan with staff to identify areas that require training, which are translated into the school development plan and have funds appropriately targeted. At present, there is no formal appraisal scheme operating, but all teachers have an annual review of their targets with the head teacher. Job descriptions are satisfactorily used to explore professional development and set targets for the coming year. Re-introduction of appraisal awaits new guidelines from the local education authority. Staff turnover is very small; however, the arrangements for supervising the introduction of staff to the school or to teaching are satisfactory.

78. The school has an interesting learning environment, with examples of attractive displays which reflects the breadth of the pupils' learning experiences. Accommodation is adequate to meet the requirements of the national curriculum and has improved since the last inspection due to the remodelling of classrooms into discrete teaching areas. The school has committed significant funding to change open-access areas into classrooms as a direct strategy to help raise standards.

79. The school makes effective use of its communal areas, although the hall/gymnasium is under-used during the morning. Recently, the school developed part of a communal area into an information technology suite where pupils in Key Stage 2 are provided with opportunities to have continual access to computers, one of which is linked to the internet. The library, which is also sited in the same area, is well-stocked and used for the additional support of individual pupils and small groups, as well as for independent study.

80. The school is set in spacious grounds which include two playgrounds and a sports pitch. A small wildlife area, which includes a pond, gives pupils opportunities to improve their understanding of the environment. The nursery has its own small and secure playground, which is used for outdoor play and activities.

81. In keeping with the findings of the previous inspection, learning resources are good in all subjects, and they are used well to support the learning of all pupils, including those with special educational needs and pupils who speak English as an additional language.

## **The efficiency of the school**

82. The overall quality of financial planning is satisfactory. Under the current financial policy governors delegate responsibility for setting and implementing the budget to the head teacher and the bursar. The governors take responsibility for approving the budget and the annual development plan to which it relates. The head teacher and bursar plan the financial resources available carefully and effectively, and advise the governing body on forecasted income and expenditure for the next two years. The governors are aware of the need for greater involvement in the planning process, and to this end have very recently set-up a Finance Committee, and have made plans for its first meeting. In response to the findings of the previous inspection report, the school development plan is now costed. In order to raise standards, the governors have also dedicated funding to the modification of classrooms in a direct bid to make the learning environment more effective.

83. The deployment of staff is good within the constraints of a small school. Good use is made of part-time staff, both teachers and classroom assistants. Accommodation is mostly used to good effect, particularly the spacious library area which now has a discrete area for information technology, as well as being used for targeted group work in English and mathematics for lower attaining pupils. The attractive hall is used for a satisfactory range of activities, but was under-used in the mornings during the inspection week, particularly in relation to physical education. This has an adverse effect on pupils' progress, who do not receive enough time in lessons to learn or consolidate physical skills. Good quality resources for learning are available in all teaching areas. Their acquisition shows thoughtful planning over time.

84. Procedures for financial control are good and the bursar administers the accounting system very efficiently. The head teacher and governors receive frequent information on the budget, and administration unobtrusively supports the educational work of the school. There are appropriate checks on procedures and personnel. Minor issues raised in the last audit have been resolved. The school makes good use of a grant to support classes over 30 by employing additional staff. The school uses additional funding for pupils with special educational needs effectively by targeting support for pupils and teachers, and providing suitable learning resources.

85. Pupils' attainment on entry is average overall. The quality of teaching is satisfactory overall, with examples of good teaching throughout the school, and very good teaching at the end of Key Stage 2. Pupils make satisfactory progress overall as they move through the school. Standards are in line with national expectations overall when pupils leave the school at the age of 11. The pupils have good attitudes to their work, and behave well. Good use is made overall of the school's resources. The unit cost per pupil is high. In contrast to the findings of the previous inspection report when the school provided good value for money, the school is presently providing satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

86. Children enter the nursery class in September and January when they are three years old and attend mornings only for three terms. They then move through into the reception class when they are four years old, and attend full-time. During the week of the inspection there were thirty three children in the nursery and reception classes aged under five, with nearly 60 per cent of children in the reception class under five years of age. The nursery is spacious and attractive and children benefit from a secure outside play area. The reception class shares a classroom with pupils in Year 1, but has the use of a small discrete area for whole group gatherings or quieter reading activities. The teaching of the reception class is shared with the nursery teacher who takes the group each afternoon. Taken overall, the provision in the nursery and reception classes is satisfactory. Baseline assessments taken during the first few weeks of their entry into both the nursery and reception classes indicate that attainment is generally below the local average in relation to language and literacy, and in their personal and social and physical development. Results indicated that children were closer overall to the local average in mathematics on reaching the reception class. Inspection evidence shows that by the age of five, most pupils will meet national requirements overall with regard to all areas of learning for pupils aged under five, whilst many will exceed them in their physical development and in reading.

#### ***Personal and social development***

87. Children make good progress overall in their personal and social development, particularly in the nursery. They are confident and eager to try new activities. They play well together and share equipment, for example wheeled toys and climbing apparatus. After playing outside the children sensibly hang-up their coats and settle themselves to circle time. During activity sessions they maintain their concentration well. They demonstrate care and responsibility when they play with the school rabbit, and in using a card system to identify the activities they have completed. In the reception class the children are also confident. They answer questions in whole group sessions, and are happy to come out and pick out letters during a literacy session or put numbers in the correct sequence during mathematics. Some children lose concentration however, during both group work and whole class lessons, and are occasionally silly, thus limiting their progress. The teaching of children's personal and social education is good overall, and particularly in the nursery where staff have a good understanding of the needs of the age group and establish very good relationships with children.

#### ***Language and literacy***

88. The school devotes a good level of focus to the development of reading, and children make good progress in their reading skills. They make satisfactory progress in relation to speaking and listening skills and in writing. Most children listen well to adults in class groups, and to stories, although sometimes there is background chatter during class sessions when they are particularly excited by their activities. They answer questions in whole group sessions, and in the nursery they talk with growing clarity about illustrations in books they are sharing. Children enjoy stories and reading. In the nursery they choose favourite familiar books and handle them appropriately. They can distinguish between words and illustrations, and sometimes pick out the same word in more than one place. Higher attaining children can retell well-known stories, such as "Goldilocks and the Three Bears", and most children remember and recite familiar phrases in the story. In the reception class middle and lower attaining children read familiar words in simple graded material. Higher attainers read these texts accurately. In literacy sessions children show a growing understanding of the sounds letters make and can suggest verbs ending with "ing" related to their playground activities. Many children read regularly at home, and this supports their reading development well. Writing skills are less well developed. Higher and middle attaining children in the nursery make marks to convey meaning. They recognise their own name and "mummy" and "daddy", and make

rubbings of these names. Some recognise one or two letters of their name in other words. In the reception class, higher attaining children can write their own name, whilst middle and lower attainers are correctly forming or tracing some of the letters. However, letter formation is often poor and children show a limited awareness of writing for a range of purposes. The quality of teaching is satisfactory overall. However, although the nursery has introduced an small area devoted to free writing activities this is under-developed and was under-used by children during the week of the inspection. Neither is it related to the current topic to provide interest or relevance.

### ***Mathematical development***

89. Children make satisfactory progress in mathematics. In the reception class most are counting up to ten and can identify whether a number is bigger or smaller than another. They are developing an understanding of numbers which come before and after others beyond ten. With adult encouragement they are able to use appropriate mathematical vocabulary in whole group sessions. In both the nursery and reception class children recognise common regular shapes such as a circle and triangle, and represent them in paper collages. In the nursery some children can make simple repeating patterns using two coloured pegs, and use scales with adult support to measure out ingredients for making biscuits. The shop in the role play area allows them to handle and exchange coins. In both classes free activities with sand allow children to experiment with early concepts relating to capacity and volume. Whilst mathematics is satisfactorily planned for and the overall quality of teaching is satisfactory, a limited amount was observed during the week of the inspection, particularly in the nursery.

### ***Knowledge and understanding of the world***

90. Children make satisfactory progress in their knowledge and understanding of the world. They learn about the different parts of their body and study different foods. They become aware of how things change through their cooking activities. They look at the immediate environment of the school grounds and identify different materials and living things. Access to the school rabbit enables them to learn about some of the characteristics of animals, and how to look after them. They also look at how they have changed since they were a baby. Children learn to use simple tools to cut and stick, and use these skills with a range of materials to construct plates of food. During free activities, children make buildings and bridges from large construction kits. They also make computer generated pictures and patterns. There is insufficient evidence to make an overall judgement about the quality of teaching.

### ***Physical development***

91. In both the nursery and reception classes children successfully build on their good physical skills, and make good progress overall. They benefit from sessions in the hall which progressively develop their skills. In the nursery, children are confident in their use of outside toys and apparatus, and of construction materials and toys in the classroom. They have good control and spatial awareness. In formal hall sessions they move confidently. Most are able to perform two-footed jumps and change direction with appropriate control. In the reception class children are able to perform a simple sequence of movements. They learn to roll a ball and throw and catch accurately with growing control and confidence. Finer skills are developing satisfactorily. Children in the nursery handle scissors and cooking equipment with developing control, and produce simple stitching. Children in both classes accurately orientate jigsaw puzzle pieces. The quality of teaching is satisfactory overall. Sessions are generally well-managed with an appropriate level of challenge and good opportunities for working independently and in pairs.



### ***Creative development***

92. Children make satisfactory progress overall in their creative development. In art activities they make good progress. In the nursery and reception classes children use paint confidently to produce portraits of themselves, all with their own individual stamp. In the nursery, they make good quality observational pictures of fruit, and also print with fruit. There are also good opportunities for collage work with a good range of materials. With adult support, they correctly orientate hair and facial features on paper plate faces and biscuits. Displays are attractive, and considerably enhance the learning environment. Children sing tunefully and with enjoyment in class and larger groups. Role play activities are used to re-enact stories and extend their imagination. The quality of teaching is satisfactory overall. Children often receive close support from adults which improves the quality of their work, particularly in art.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

93. Results of the national tests in 1998 show pupils' attainment at Key Stage 1 to be well below average nationally in reading, and below in relation to those schools with a similar percentage of pupils known to be eligible for free school meals. However, the percentage of pupils attaining the higher levels of achievement in reading was close to the national average. In writing pupils' attainment was broadly in line with national averages and in relation to similar schools. Results of teacher assessments for speaking and listening skills show attainment to be above national averages. Over recent years, there has been a steady rise in test standards in reading. There was a dip in test standards for writing in 1997, but this was recovered and improved in 1998. Results of the most recent tests taken in 1999, show that standards fallen in both writing and reading. This is largely because the group contained a higher than usual proportion of pupils identified as having special educational needs. Results also show that the performance of boys in English is consistently lower than girls at both key stages. At Key Stage 2, national test results are well below national averages and very low in comparison with similar schools. Results show a decline in standards over recent years. The school also has a high percentage of pupils in Year 6 who joined the school during their school career. However, the most recent test results show a significant rise in standards. Evidence gained through inspection reflects a broadly similar picture. Attainment overall at both Key Stages 1 and 2 is in line with national expectations in all aspects of the subject.

94. Overall, pupils at both Key Stages 1 and 2 make satisfactory progress over time. At Key Stage 1, progress is sometimes good in lessons, and is never less than satisfactory. At Key Stage 2, progress is good overall in lessons and is very good at the end of the key stage where teaching quality is high. Throughout the school pupils make satisfactory progress in relation to their speaking and listening skills. However, although pupils receive good opportunities to engage in question and answer sessions in lessons, there are fewer opportunities for them to take part in planned discussion to explore ideas further, or for older pupils to engage in formal debate. Most pupils also make satisfactory progress in reading accurately, well-supported by the school's structured approach to the teaching of reading skills. Older pupils at Key Stage 2 are also making very good progress in the development of higher order skills such as skimming and scanning text. Whilst time devoted to daily reading sessions is satisfactorily used in the support of individual pupils, it is not always used effectively to enhance pupils' progress in relation to the development of the use and understanding of text. Progress is limited in relation to the ability to discuss text critically, and in the use of non-fiction material to develop research skills. Pupils also make unsatisfactory progress in the development of library skills. Most pupils make satisfactory progress throughout the school in relation to the formal skills of punctuation, spelling, grammar and handwriting, and in writing for a range of purposes.

95. Throughout the school, most pupils speak confidently and with a growing ability to express ideas clearly. Some higher attaining pupils are articulate speakers. Overall, pupils listen well in lessons. They happily make contributions in whole group sessions, and talk to adults about their work. This is a broadly similar picture to the findings of the previous report. However, their ability to talk about ideas at a deeper level is less well-developed, and there are limited opportunities for them to take part in more reflective or analytical discussion.

96. In keeping with the findings of the previous inspection report, most pupils are accurate readers and many are able to tackle unfamiliar words mostly with success. They obviously enjoy reading, and many read at home. A few use the local library. Some higher attaining older pupils at Key Stage 2 read challenging books, for example "The Hobbit", and talk about them knowledgeably and with interest. However, whilst pupils read a good number of books at school, some show a limited general knowledge and understanding of books. In their final year at Key Stage 1, higher and middle attaining pupils use phonic knowledge to read words they do not recognise. They give simple explanations of the story and predictions for how it might develop. Lower attaining pupils are less confident when attempting unfamiliar words and read hesitantly. However, they have few independent skills to help them browse through books to find information or to establish what the story might be about. Higher attainers can talk about figures of speech in poetry with support from adults. Towards the end of Key Stage 2, higher attaining pupils are confident, fluent readers. Higher and middle attainers read with expression. However, middle and lower attainers have a limited knowledge of different types of story, and all pupils display a limited knowledge of how to locate books in the library or find information in non-fiction books. The school is aware of the need to develop this area further.

97. Overall, pupils receive satisfactory opportunities for personal, extended writing at both key stages, and develop satisfactory formal skills. When they are given the chance and receive stimulating input, pupils particularly at Key Stage 2, write with interest and sensitivity. For example, pupils at Year 5, writing an account of the recent kidnap of the school rabbit Rosie from the rabbit's point of view, completed individual pieces of work with good levels of empathy and drama. Some pupils present their personal work well in handmade books, enhanced with illustrations. However overall, the content of writing throughout the school is limited in terms of interest. Towards the end of Key Stage 1, most pupils have legible handwriting. Higher attainers are using full stops and capital letters accurately, and middle attainers are developing their use. In their final year at Key Stage 2, most pupils have confident joined handwriting. They extend sentences and ideas with simple connectives, and higher attainers use punctuation within sentences and for effect.

98. Pupils behave well in lessons. They are interested in their tasks and complete them independently with good levels of concentration and perseverance. Where teaching quality is high, they are thoroughly engaged and very responsive during whole group sessions. Many pupils are confident enough to come out in front of the class and contribute by writing answers on the board. Occasionally younger pupils become restless towards the end of whole class sessions, and sometimes pupils are less confident when speaking in front of others. When given the opportunity pupils co-operate well with each other.

99. The quality of teaching is good overall, although it is stronger at Key Stage 2, where there is very good teaching at Years 5 and 6. This boost at the end of the Key Stage enables pupils to make very good progress in their final years. At its very best, teaching is fast-paced and pithy, with a lively delivery which holds pupils' interest. Questions are probing and pupils are well-involved. For example, in a lesson at Years 5 and 6, related to the study of "One Hundred and One Dalmatians", the teacher showed very good subject knowledge and used incisive questioning to gauge the level of pupils' understanding. Links with previous learning and pupils' own ideas were well-used. The management of pupils is a particularly strength throughout the school. Teachers are supportive of pupils, for example in a lesson at Year 1, where this approach helped pupils to feel secure enough to answer questions, and encouraged their self-esteem. Generally work is matched satisfactorily to pupils' abilities, but

sometimes tasks lack challenge or ideas are not sufficiently developed. Homework is satisfactory overall, but there are limited opportunities for personal research.

100. Teachers' planning is satisfactorily supported by a detailed policy which has been recently reviewed, and by the National Literacy framework. The school is giving an appropriate emphasis to the development of language skills in response to its commitment to raising standards, and the National Literacy Strategy has been well-implemented across the school, and is also undertaken by the reception class. The school is also seeking to re-establish more opportunities for extended writing which they have found difficult to maintain within the Strategy's framework. Systems for planning have been improved generally within the school, and this has had a positive impact on the teaching of English. Work is satisfactorily planned to match individual pupils' needs, although there is still a lack of challenge for pupils in some lessons. The school gives a good level of attention to developing reading accuracy, and this is well-supported by the effort the school has given to placing a wide range of reading material within identified levels of difficulty. Extra sessions are used to hear individual pupils read, but these sessions are not sufficiently used to develop other reading skills, for example in relation to the study of text or to developing research or library skills. Neither do other individual or groups of pupils receive sufficient focused teaching support at these times. There are also limited planned opportunities to develop speaking and listening skills in more formal contexts.

101. Literacy skills are satisfactorily developed across the curriculum. Pupils sometimes word process their final drafts of written work, for example, their poems about Night Noises at Year 4. At Years 5 and 6 they use the CD-ROM to learn about the Ancient Greeks. They discuss photographs of themselves in history at Year 2. Subject related vocabulary is well-used and meanings well established in a range of subjects, including mathematics, science, religious education and geography.

102. The tracking of pupils' progress in reading and spelling, and overall against National Curriculum levels is good. This is used to set individual targets of achievement for pupils and place them in ability groups within lessons. Where year groups have been identified as having particularly high levels of special educational need, extra support has been focused during literacy sessions to support these pupils on a daily basis. However, systems for ongoing developmental comment and analysis of individual pupils is less well developed. The school has responded to a decline in standards by looking at test results more closely to identify areas of strength and weakness, and results of the most recent tests at Key Stage 2 show a significant improvement. The school has yet to refine this analysis further to look more closely at trends for groups of pupils, for example in relation to gender.

103. The co-ordinator was absent on long-term leave during the week of the inspection. However, the management of the subject is satisfactory overall. Staff are implementing the National Literacy Strategy well. Resources are well-organised and managed. An action plan is drawn-up each year in preparation for budget planning which presents a broad picture of development so far, and some indication of areas for further improvement. However, the co-ordinator has limited time for monitoring the quality of teaching and learning. The English curriculum as a whole has also been insufficiently monitored to see that all time allocated to the subject is used effectively, particularly in relation to whole class reading sessions, where the majority of the class receive little support. Resources are good and well-used.

## **Mathematics**

104. Results of the national tests in 1998 at Key Stage 1, show attainment to be well below the national average at Key Stage 1, and very low in comparison with the national average in relation to similar schools. The percentage of pupils achieving the higher levels is also well below the national average. Teacher assessments however indicate standards well above national averages, this is because the school has yet to refine its analysis of assessment data. Teacher assessments also show the use and application of mathematics to be the weakest

aspect of the subject, in keeping with the findings of the previous inspection report. Trends over the last three years show a gradual improvement in standards, and the most recent tests show that results achieved in 1998 have been maintained. However, standards achieved by boys in these tests is considerably lower than those achieved by girls. At Key Stage 2 national test results are below the national average for all schools, and in relation to similar schools. No pupils attained the higher levels, and in contrast to Key Stage 1, girls achieved lower standards than boys. Trends over time show a drop in standards in 1997 followed by a rise in 1998. Girls attainment also shows improvement over time. However, the results of the most recent tests in 1999 indicate a significant increase on results in 1998, and some pupils attained the higher levels. Evidence gained through inspection reflect this improving picture and shows attainment overall to be in line with national expectations at both key stages. This also reflects the findings of the previous inspection report.

105. Pupils make satisfactory progress overtime at both key stages. In lessons pupils make satisfactory progress overall at Key Stage 1, and good progress at Key Stage 2. Pupils make very good progress in lessons at Years 5 and 6, as a direct result of high quality teaching. Younger pupils learn the concept of area, for example by drawing the shape of their hands on squared paper. They consolidate their learning of the four operations, and learn new mathematical words to describe two dimensional shapes such as a pentagon. Lower attaining pupils in Key Stage 2 make slow progress initially understanding new concepts such as metric measures, but once grasped they make steady progress. Higher attaining pupils quickly apply new learning and move rapidly to more challenging tasks. Their mental acuity advances well with daily mental arithmetic, especially when question sessions are stimulating. Pupils make good progress when they use mathematics in other subjects: for example by constructing graphs from data in science and geography. They extend their literacy by adding to their subject vocabulary. Pupils with special needs make satisfactory progress across both key stages, and particularly in small groups withdrawn from the classroom with a support teacher.

106. By the end of Key Stage 1 pupils know the sequence of numbers to 100 and they fill in missing numbers in a square. They know numbers get bigger counting forwards and smaller counting backwards. Knowledge and understanding of number is applied to handling money for every day purchases. Pupils show their skill in adding coins of different value to make 10p. They use the other three mathematical operations in practical ways such as dividing cakes between various numbers of people. By the end of Key Stage 2 pupils use their knowledge of tables adeptly in quick mental arithmetic for example, counting in threes from 36. They understand mathematical terms such as square root, the notation used for the four operations and the signs for greater than and less than. In work on fractions they show a sound understanding of denominator and numerator. They find equivalent fractions by relating their understanding to circles divided into varying segments, for example quarters, eighths, and sixths. However, pupils at Key Stage 2 are less confident in the use and application of their mathematical knowledge, which is in keeping with the findings of the previous inspection report.

107. Pupils behave well and show an interest in mathematics, especially when questioning is lively and tasks relate to their experience. They enjoy challenges, which they answer with enthusiasm, and they respond positively to variety in lessons. When the teacher talks for too long or the pace is too slow their interest wanes. Older pupils work well independently or in pairs. When given the opportunity, pupils readily accept responsibility, such as the distribution of resources.

108. Teaching quality overall is good in half the lessons observed and never less than satisfactory. It is satisfactory at Key Stage 1 and good overall at Key Stage 2. In one lesson at the end of Key Stage 2, where teaching was very good, pupils were effectively motivated by high expectations and levels of challenge and made rapid gains in their understanding and skills. In some lessons judged satisfactory there are however, weak elements. Where teaching is good teachers spend a significant amount of time in quick-fire questioning to maintain

pupils' mental alertness. This gives them daily assessments of pupils' progress which they use to shape the direction of the lesson and of future work. Good planning is a strong feature of most lessons and this contributes positively to progress. Better teaching includes a variety of tasks which are thoughtfully chosen to provide learning opportunities for the whole ability range. In such lessons teachers draw upon extensive resources to give tasks greater challenge for higher attaining pupils. They use support teachers and assistants effectively to promote the progress of lower attaining pupils and those with special educational needs. Teachers manage pupils well by giving clear directions calmly, and with good humour. Subject knowledge is good overall. In otherwise satisfactory teaching weaknesses relate to slow pace, lack of challenge for higher attaining pupils and the absence of appropriate tasks for lower attaining pupils.

109. The school provides a good coverage of all aspects of the subject overall, except in the use and application of mathematical knowledge at Key Stage 2. Number work is particularly well developed. The school adopted the framework of the National Numeracy Strategy a year ahead of its official implementation. This considerably supported the development of the provision for mathematics and prepared teachers and class assistants well for its full introduction. The school is aware of the positive impact the Numeracy Strategy is having on their teaching approaches, particularly in Key Stage 2. It has invested in appropriate resources which have built-in assessment and a detailed planning scheme. The best teaching already results in good progress in lessons. The school has already begun to analyse test and assessment data to identify areas for further development, but has yet to refine this process with regard to the performance of boys and girls. Overall the subject is satisfactorily managed, although the co-ordinator's monitoring role is under-developed.

## **Science**

110. The 1998 teacher assessments at Key Stage 1 for pupils aged seven show attainment to be above national expectations. Results for pupils achieving the higher levels were very low overall when compared with to the national average. The results for pupils at Key Stage 2 when they are aged 11 matched the national average in the tests, although the proportion of pupils which reached the higher levels was well below the national average. The performance of pupils was above the national average when considered against similar schools. Trends over time show a sharp fall in results in 1997, followed by a steep rise in 1998. The most recent end of key stage results, which have yet to be compared with national figures, show a fall in the proportion of pupils reaching the expected level improvement at Key Stage 1 and a slight increase at Key Stage 2. However, the size of the cohort is small, and a high percentage of pupils joined the school during their school career. Findings from the current inspection indicate that standards are similar to the national expectations by the end of both key stage. This is a similar picture to that reported in the previous inspection. By the end of both key stages, standards in lessons and in other work around the school are similar to age-related expectations, although there was limited evidence of investigative work, particularly in Key Stage 1. There are limited opportunities for the development of experimental and investigative skills through the use of well-planned practical lessons with clear learning objectives. However, by the end of Year 6, pupils' scientific knowledge, understanding of scientific principles, and ability to transfer knowledge to everyday situations is soundly developed.

111. Pupils make satisfactory progress in lessons at Key Stage 1, and good progress at Key Stage 2. Pupils make satisfactory progress over time. They are encouraged to talk about their work, using science vocabulary. All but a few pupils listen carefully and value each other's contributions. Average and higher attainers successfully build up and reinforce their scientific knowledge and the associated vocabulary.

112. By the end of Key Stage 1, pupils are aware of their body, and they are developing a sound understanding of living and non-living things. They understand that organisms, such as butterflies, pass through clear stages in their life cycle. Pupils are beginning to understand that animals survive in different habitats and that plants grow and develop well in certain conditions. Familiarity with investigative procedures have yet to become firmly established, although some pupils are beginning to predict with confidence. Pupils know about senses and they are aware of the need for a balanced diet; they are familiar with terms such as carbohydrate and vitamins. There was no evidence of information technology being used to support science through the key stage.

113. By the end of Key Stage 2, pupils develop a sound understanding of investigative procedures and some of the work is clearly presented. Higher attainers use good recording procedures and clearly labelled diagrams and pictures. Pupils have a satisfactory understanding and know about changing materials, electrical circuits, classification of animals, the body's organs and systems, the earth and beyond, solids and gases, and some of the properties of sound and light waves. Much of the work is well-presented and the majority of pupils are able to record their science work in an orderly way and write up experiments. Higher attainers produce well presented accounts of their work, and include confident predictions, methods and conclusions. During the inspection, examples of work focused on the body's senses, adult animals and their offspring, and the components of electrical circuits.

114. Pupils' attitudes are satisfactory in Key Stage 1 and good in Key Stage 2 where the large majority show considerable interest in their work, especially during practical investigations. Sometimes pupils find out information for themselves.

115. The quality of teaching is satisfactory at Key Stage 1, and good at Key Stage 2 where pupils also make good progress overall in lessons. Throughout the school, the teachers' knowledge and understanding are generally sound. The most successful elements of teaching are characterised by interesting introductions which capture and holds the pupils' attention. Explanations are lucid, and lessons are well-planned with clear learning objectives. Pupils are well managed. Most teachers ask probing questions and insist on answers which go beyond superficial observation. There are however, limited opportunities for scientific investigation to encourage independent and practical learning skills.

116. Provision for science is resourceful and enthusiastic. The scheme of work provides teachers with helpful guidance and contains clear opportunities for assessing pupils' work. Resources are good and the school makes effective use of the local environment, including the small pond and wildlife area, to enrich pupils' learning experiences.

## **OTHER SUBJECTS OR COURSES**

117. During the inspection it was not possible to see enough lessons taught in all subjects, to make valid judgements about all aspects. In some subjects, for example in design technology and geography it is not possible to make an overall judgement about progress, or about the overall quality of teaching in information technology, religious education, art, design technology, geography and music. However, some conclusions are drawn from the few lessons seen and the evidence of previously completed work.

### **Information technology**

118. Attainment is below national expectations by at end of both key stages. No formal teaching of information technology was seen during the inspection and provision is inconsistent and patchy. In consequence, the school is not fulfilling the statutory requirements of the National Curriculum. Information technology is one of the priorities in the school development plan and the school has improved the provision since that reported in the previous inspection when it was key issue. The enthusiastic and resourceful co-ordinator has

introduced a clear scheme of work which gives teachers good guidance, but it has yet to be fully implemented. The co-ordinator, with the help of additional resourcing to support training needs, plans to offer teachers and other adults guidance in the use of the equipment

119. The school's computer and software have recently been upgraded to enable classes to have access to CD-ROMS and a range of useful programs, and part of a communal area has been developed into a small information suite. The school has installed four computers into this area and introduced access to the internet. These facilities have increased the opportunities for pupils in Key Stage 2 to develop their skills further outside their own classes. Pupils in Key Stage 1 and in the early years have access to computers in their own classrooms. However, although individuals and pairs of pupils were seen working on computers throughout the inspection, pupils are not given enough opportunities to learn or consolidate a range of skills. As a consequence, pupils make unsatisfactory progress through the school.

120. During a science lesson in Year 2, pupils entered information into the computer and produced a pie chart which indicated how much pupils liked different fruits. Although most pupils throughout the school have experience of entering text, they have limited keyboard skills. They engage in very simple editing and print their work. A small group of pupils in Year 6 made good gains in their knowledge of history because they used the CD-ROM with confidence. They also downloaded information from the internet. However, older pupils are unsure of how to highlight text for editing or use the spell checker, and some do not know how to use space bar or shift keys. Pupils in Year 5 entering information about their own characteristics into a data base. The higher attainers learned to use the mouse and use icons to add and delete data. Pupils in Year 4 were seen improving their skills with the mouse when making use of the CD-ROM.

121. When they are given the opportunity, pupils are keen to use the computers. When they were seen being used during the inspection, pupils co-operated well, taking turns and helping each other. The school recognises the importance of using information technology to help pupils learn across the curriculum. However, There is also very little evidence of information technology making a significant contribution to pupils' work in other subjects because teachers lack confidence. For example, pupils rarely write direct to screen and edit the text at a late stage. The co-ordinator is eager to develop the subject further, and plans are already in place for staff training.

### **Religious education**

122. The school bases its religious education scheme of work on the locally Agreed Syllabus for religious education. By the end of both key stages pupils meet its expectations. This is an improvement on the findings of the previous inspection report. By the end of Key Stage 1, pupils retell stories from the Bible, such as The Good Samaritan. They understand that people can be hurt emotionally as well as physically by the unkind actions of others. Younger pupils reflect on events in their lives that make them happy and record these with illustrations and writing in folding booklets. By the end of Key Stage 2, pupils have a broad understanding of the six major world religions, their foundations, beliefs and symbolism. They compare for example, Christianity and Judaism in relation to harvest festival and Sukkoth. They understand that all religions expect their members to obey rules, and they draw analogies with other organisations, such the scouts and guides who have promises to keep.

123. Pupils make satisfactory progress over time at both key stages. In lessons they often make good and very good progress at Key Stage 2, influenced by high quality teaching. Younger pupils develop their understanding of right and wrong after hearing the story of the Good Samaritan. They relate the event to a child who falls in the playground. Through discussion they reinforce a shared understanding that it is right to help or to seek help for those who are hurt. From Biblical stories, such as Jonah and the Whale, they learn the

consequences of disobedience, and the possibility of people changing for the better. Older pupils make good progress in discussing different types of promises. They extend their literary knowledge by learning that a “piecrust” promise is one that is easily broken, and that Buddhists promise to keep to the rules of their religion. They apply comprehension skills by searching through a description of a Buddhist’s day to identify the five promises they must keep.

124. Pupils show enjoyment in learning about religions. They listen with concentration to stories and show they have listened keenly through the knowledge they display in their answers. Pupils behave well and willingly contribute their views in discussion. They readily co-operate with each other, and accept different opinions. They are helpful, for example in distributing resources.

125. There is insufficient evidence to make an overall judgement about the quality of teaching, but where it was seen, the quality ranged from satisfactory to good and very good in equal proportion. Teachers have good subject knowledge, and most are successful in selecting the important issues to be learned. Occasionally opportunities to bring out the circumstances of a story are missed, for example, the relationship between Samaritans and Jews at the time of the Biblical story. Teachers’ expectations of pupils are appropriate. They challenge with well judged questions to give all an opportunity to answer, and in the best lessons tasks are adjusted to involve all abilities in participation. Teachers manage pupils effectively by maintaining a quick pace that all pupils keep to, and by making the topic interesting. Good use of time and resources contributes to making lessons successful.

126. The co-ordinator responded positively to the last inspection by writing a syllabus with references to the locally agreed syllabus which satisfactorily supports teachers’ planning. However, there is no indication of assessment in the scheme of work. In lessons observed teachers gave opportunities for pupils to record work, although little previous recorded work was available during the inspection. Resources continue to be good, and there is a good range of artefacts representing world religions.

## **Art**

127. Pupils make satisfactory progress in art, and in keeping with the findings of the previous inspection, standards are generally match those expected of pupils of a similar age. From displays of work around the school it is possible to ascertain that overall pupils experience a satisfactory range of activities including observational drawings, collage, painting and 3 dimensional work using plaster.

128. There are often good links with other subjects, for example pupils at Year 1 link collage work with work on materials in science, and with shape in mathematics. At Year 2 they make careful observational sketches and pastel drawings of peppers and tomatoes in connection with science work. Most pupils are beginning to draw them as a group rather than as individual items. They also paint accurate pictures of the school’s rabbit. To begin to feel part of their class community at the start of a new school year, many pupils paint or draw themselves, clearly displaying great individuality. Pupils’ pencil work is further developed at Year 4 where they give shade and texture to sensitive observational drawings of animal skulls. At Years 5 and 6 they reproduce sections of paintings by artists which are of a good quality. They also make plaster cast tiles and press designs into the surface. There is insufficient evidence to make an overall judgement about the quality of teaching.



129. The co-ordinator is keenly interested in the subject, and conscientiously seeks its development. A policy and scheme of work to support planning for the progressive development of skills have been developed since the previous inspection, and staff discuss the topics they will cover each term. There are no formal systems for assessment however, and the co-ordinator's monitoring role is under-developed.

### **Design and technology**

130. Standards in making are similar to those of pupils of a similar age, though pupils do not have enough opportunities to generate their own ideas and evaluate the work when considered against their own designs. The subject has made little improvement since the previous inspection.

131. Aspects of design and technology are integrated into some topic work and enhances other areas of the curriculum, such as history. By Year 2, pupils use simple tools to shape, assemble and join materials. During Key Stage 2, pupils use a range of materials, including fabrics. In Year 3, pupils disassembled mini cereal packets before designing a full-sized model. However, designing and planning processes are not developed systematically throughout the school. As a consequence, pupils make unsatisfactory progress over time. There is insufficient evidence to make an overall judgement about the quality of teaching.

132. When given the opportunity, pupils enjoy design and technology tasks. They respond well to the activities they are set and take care with their work. Pupils are proud of what they achieve and are pleased to discuss their finished products.

### **Geography**

133. Few geography lessons were seen, however scrutiny of the work available and of documentation show that in keeping with the findings of the previous inspection report, standards are similar to those of pupils of a similar age. There was insufficient evidence to make an overall judgement about progress.

134. Pupils in Key Stage 1 begin to understand the idea of mapping. They observe buildings and trees on their way to school and paint these along a road on a wall display under a heading 'Our Way to School'. They make observations of the weather. For a week they record daily, in pictures and writing on a chart, the amount of cloud, rainfall, and sunshine. By the end of Key Stage 2, pupils understand the causes of hurricanes and locate the main areas where they occur on a world map. They explain the processes by which weather breaks down rocks, and how rivers, for example, shape the land. Pupils focus on factors that make an area attractive or unattractive. A class measured the quantity of rubbish they created over a week and recorded the results on graphs. Pupils know a variety of methods for recycling waste materials, and the symbols that indicate materials may be recycled.

135. There is not enough evidence to make an overall judgement about teaching or pupils' responses. In one lesson observed pupils listened to each other's ideas on how to draw attention to the problem of litter. The teacher shared the lesson objectives with the class. The lesson moved on steadily following a clear plan. The teacher encouraged pupils to offer their arguments for reducing litter. Pupils worked independently and quietly. Lower attaining pupils and those with special needs received satisfactory guidance, for example, on how to use a suitably adapted dictionary for spelling. The teacher expected higher attaining pupils to find words unaided. Resources such as sharpened coloured pencils were readily available so there was no interruption to the steady pace of the lesson. In pupils' past work, there is evidence that work is marked with thoughtful comments to encourage good standards. Stars or stickers give recognition to pupils of their achievement of good standards. In work on population statistics teachers give pupils opportunity to use their mathematical skills, for

example to construct pyramid graphs. They extend pupils' literacy skills for example, by challenging them to write as the president of a country damaged by a hurricane to the British Prime Minister seeking assistance.

136. The co-ordinator has adopted a new national scheme of work for use in the school to teach the geography programmes of study of the National Curriculum. Geography teaching is well supported by good resources, which is an improvement since the previous inspection.

## **History**

137. Pupils make satisfactory progress overall taking account of samples of work seen, and in lessons observed they make good progress in acquiring knowledge and understanding. Standards generally match those of pupils of a similar age. They learn to use evidence from film to gain an understanding of life as remembered by their grandparents. They discover that school-life in the 1950's was more regimented than today, and that pupils found 'dipping pens' messy to handle. Pupils use a time-line to count back from today in tens to 1950. From a study of eminent Victorians pupils learn of Britain's lead in the development of steam-power and its application to the railways

138. By the end of Key Stage 1 pupils use words, such as 'then' and 'now', and phrases like 'once upon a time' to indicate their understanding of the passing of time. A display of months of the year provides a 'time line' that pupils use to identify their birthdays and where they are in relation to others in the class. They know from observing film and photographs that objects familiar to them, such as telephones, looked different when their parents and grandparents were young. By the end of Key Stage 2, pupils' knowledge relates to several periods in British history, and to that of Ancient Greece. They understand the reasons for Henry VIII's break with the Roman Catholic Church from their study of the Tudors. Pupils use information technology to seek answers on tasks they are given, for example on the methods used to construct temples, such as the Acropolis in Ancient Greece.

139. Pupils concentrate well when listening to their teachers or watching a film. They actively absorb what they hear and see, and respond well when questioned. They work co-operatively on group tasks researching, for example the designs found on the pottery of ancient Greece, to find out how people lived.

140. In those lessons seen, the overall quality of teaching is good. Teachers have secure subject knowledge and use it effectively in questioning pupils precisely. Their expectations are of a good standard: they expect pupils to listen carefully and extract the important facts from sources of evidence. Teachers carefully plan their lessons to include resources that are interesting to pupils, and extend their skills, such as the use of CD-ROMs. Good use is made of class assistants, for example, to divide a large class in two groups on different but related tasks to give greater access to resources. This method also benefits pupils with special needs who require support. Pupil management is good and is a product of careful planning of all the components that make a successful lesson.

141. The scheme of work for history enables coverage of all the study units of the National Curriculum by the end of Key Stage 2. Resources have improved since the previous inspection, and are now good.

## **Music**

142. Pupils make satisfactory progress in music, and standards overall match those of pupils of a similar age. Throughout the school pupils enjoy singing, and this is enhanced by weekly opportunities to sing together as a large group or as a whole school. There is also a school choir for older pupils. In these sessions pupils sing with confidence and enthusiasm. At Key Stage 1, they follow the piano accompaniment well. They clap simple rhythms and speak

lyrics rhythmically. At Key Stage 2, older pupils in Years 5 and 6 make thoughtful personal responses to music. They also display a good general knowledge of instruments. They are learning to conduct, follow a beat and can clap rhythms of growing complexity. They are also a good audience, and clap a musical performance of a class member.

143. Where teaching was observed, subject knowledge was good overall, although it was not always used most effectively to encourage and develop skills further. However, in some lessons pupils were constantly given information and were encouraged to take a full part, for example in conducting the opening of their song.

144. The school benefits from two teachers with specialist knowledge, who take music throughout the school. Their work is satisfactorily supported by a commercially produced scheme of work which has been introduced since the previous inspection. School musical productions and a recorder group which is skilfully taught also enhance the curriculum. Resources are good.

### **Physical education**

145. Owing to time tabling arrangements, just a few lessons were seen in physical education. However, this evidence reflects the mixed picture indicated in the previous inspection report. Pupils made unsatisfactory progress in the gymnastics lessons seen during the inspection because they had insufficient time to learn and develop new skills. However, pupils make good progress in game skills because they have enough time to practise their skills and evaluate their performances, and standards broadly match those of pupils of a similar age. The large majority of pupils have a mature approach to physical education, and throughout the school they are beginning to develop a sound awareness of the importance of exercise, and an understanding of the principles of health-related fitness.

146. By Year 2, the large majority of pupils can successfully link movements in gymnastics. By Year 6, pupils successfully develop co-ordinated movements in gymnastics. In games skills, pupils can pass the ball with accuracy and appropriate pace. In Year 6, pupils were seen working co-operatively, inventing and evaluating team games. Evidence from extra-curricular activities indicates that pupils in all years have a sound good range of games skills.

147. The quality of teaching was judged to be satisfactory overall, although one of the three lessons seen was good. Teachers manage pupils particularly well. Teachers are very supportive and encouraging, though they do not always use opportunities to evaluate pupils' performances and identify ways in which they can improve the quality. Pupils with special educational needs are challenged by most of the practical activities.

148. The scheme of work gives teachers good guidance. The school makes good use of outside agencies to enrich the curriculum further, for example in relation to football, and play matches against other schools. However, the hall is under-used for a significant proportion of the day, and this inhibits the amount of time classes are able to devote to physical education. This has a direct impact on the progress pupils make.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

149. The inspection team consisted of four inspectors attending for a total of 14 days over a four-day period. During the inspection, 37 lessons or parts of lessons were observed, together with assemblies and a sample of registration times, and a range of other information was scrutinised. The team spent a total of 35 hours observing lessons, attending assemblies and hearing pupils read. The registered inspector and team members interviewed representative members of the governing body, including the chair, during the course of the inspection. Subject co-ordinators were interviewed. Some members of the non-teaching staff were also interviewed about their work. Considerable documentation provided by the school was analysed both before and during the inspection. The inspectors scrutinised the work of many pupils. Discussions took place with many pupils during the course of the inspection. Prior to the inspection, 5 parents attended an evening meeting held by the registered inspector to seek their views. There were 34 responses from parents to a questionnaire, seeking their views on specific school issues.

## 150. DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	144	0	37	35

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)

6

Number of pupils per qualified teacher

20

#### Education support staff (YR – Y6)

Total number of education support staff

3

Total aggregate hours worked each week

44

Average class size:

24

### Financial data

Financial year:

1998/1999

	£
Total Income	*332 845
Total Expenditure	*332 870
Expenditure per pupil	2 311
Balance brought forward from previous year	*13 313
Balance carried forward to next year	*13 288

\* updated figures provided by the school, following the inspection, which are uncorroborated

## PARENTAL SURVEY

Number of questionnaires sent out:

143

Number of questionnaires returned:

34

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	56	38	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	74	24	3	0	0
The school handles complaints from parents well	50	26	15	0	0
The school gives me a clear understanding of what is taught	50	44	0	6	0
The school keeps me well informed about my child(ren)'s progress	44	47	3	3	3
The school enables my child(ren) to achieve a good standard of work	44	47	3	3	3
The school encourages children to get involved in more than just their daily lessons	44	41	12	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	38	56	3	3	0
The school's values and attitudes have a positive effect on my child(ren)	56	35	9	0	0
The school achieves high standards of good behaviour	47	44	6	3	0
My child(ren) like(s) school	79	18	0	0	3