

INSPECTION REPORT

Glenfield Infant School

Bitterne

LEA Area: Southampton

Unique Reference Number: 116115

Inspection Number: 186561

Head-Teacher: Mrs M Barker

Reporting inspector: Mrs B Darley
22518

Dates of inspection: 20/09/1999 - 23/09/1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	County
Age range of pupils:	4-7
Gender of pupils:	Mixed
School address:	Rossington Way Bitterne Southampton SO18 4RN
Telephone number:	01703 227966
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Joyce
Date of previous inspection:	15/01/1996 - 18/01/1996

INFORMATION ABOUT THE INSPECTION TEAM

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Barbara Darley, RgI	Under fives Science Art Design and technology	Teaching Attainment and progress Efficiency
Geoffrey Humphrey, Lay Inspector		Attitudes, behaviour and personal development Attendance Spiritual, moral, social and cultural development Support guidance and welfare Partnership with parents and the community Staffing, accommodation and learning resources
Pauline Hoey	English History Geography Religious education Special educational needs	Leadership and management
Fiona Robinson	Mathematics Information technology Music Physical education Equal opportunities English as a second language	Curriculum and assessment

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MAIN FINDINGS

What the school does well

- The climate for learning in the school is very good.
- Over three years the school has consistently improved pupils' results in annual national tests for seven-year-olds.
- Pupils achieve standards above the national average in speaking and listening, reading and mathematics.
- Standards in music and physical education are above those expected for pupils of this age.
- Key Stage 1 pupils make good progress.
- Pupils' attitudes, behaviour and personal development are good.
- The quality of teaching is good overall with a significant amount of very good teaching across the school.
- The school provides good support and guidance, providing pupils with a safe and happy environment.
- Relationships between children, and children and staff, are good.

Where the school has weaknesses

- I. The role of the subject co-ordinators is underdeveloped and there are insufficient strategies to monitor standards and the quality of teaching.
- II. Standards in writing are not high enough for higher attaining pupils.
- III. There is a significant difference in the quality of teaching between the two reception classes; the proportion of unsatisfactory teaching in one class makes teaching unsatisfactory overall.
- IV. Teachers make insufficient use of the information gained from assessments, except in English and mathematics.

Glenfield Infant school is successful and popular. The school successfully achieves its aims, which are the foundation of its good ethos for purposeful learning. Staff are committed to the school and pupils are well motivated. Parents support the aims and values the school promotes and pupils enjoy being there. The strengths identified far outweighed its weaknesses. The governing body will produce an action plan for improving these areas and will send a copy to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

There has been significant improvement in curriculum planning, standards, and the quality of teaching overall. The school has made good progress towards addressing most of the key issues and other areas for development raised in the 1996 report, although it recognises, there are deficiencies in some areas. In particular, the management role of the co-ordinators remains under-developed and the key skill of writing is still not secure across the curriculum, with many missed opportunities in science, art, and design and technology. There has been significant improvement overall in standards since the last report, particularly in English and mathematics results in national tests. The school has made steady year-on-year improvement. There has been very good progress in the development of information technology, particularly in resources. The school has not provided sufficient training for the current co-ordinators with responsibility for science, art, design and technology, history and geography. This is beginning to have an adverse impact on the quality of the educational provision in some of these subject areas. Consequently, standards in art, and design and technology seen in the last report have not been maintained. In music and physical education, pupils make good progress overall and achieve standards above those expected for their age. The last inspection found standards in these subjects in line, with national expectations and the school has made good improvement in promoting higher standards and better progress.

There has been significant improvement in the quality of teachers' planning, which has led to improvements in teaching overall. The school has improved its assessment procedures. However, the use of these to help teachers plan future work is under-developed. Co-ordinators have made an effective contribution to the development of their subjects by reviewing the policies and the schemes of work. However, their roles are not fully developed. With the support of governors and the hardworking staff team, the headteacher and deputy headteacher have built on the school's strengths in order to improve the quality of education provided and to raise standards. The school provides good value for money and is in a good position to improve in the future.

• **Standards in subjects**

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

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

In the end of Key Stage 1 tests in 1998, the proportion of pupils reaching the expected Level 2 and above in English was in line with the national average. Pupils' results were above average in mathematics, and well above average based on teacher assessments in science. The proportion reaching the higher Level 3 in writing was close to the national average; one of the school's targets for the year is to improve the quality of pupils' imaginative writing skills. In mathematics, standards are above nationally expected levels by the time the pupils leave the school. This is very high in comparison with other schools nationally.

The school is making good progress in raising standards year on year. Overall, the school promotes high levels of achievement by the end of Key Stage 1. The school has made very good progress in raising standards over the last three years. For example, at the time of the last inspection in 1996 standards in English were below the national average; the school's results in the 1998 national tests for Level 2 and above are above the national average and well above those of similar schools.

Inspection evidence suggests that attainment is continuing to improve, except in science where it is in line with national averages, and in art and design technology where it is now below expectation for pupils' ages. The school has a continuing focus on improving the quality of pupils' imaginative writing skills to enable more pupils to attain the higher Level 3 in this area. In 1999 no pupils achieved Level 3 in writing or science. However, inspection evidence shows that the school is working on the necessary aspects in writing and investigative science to raise expectations for the current Year 2. The school has made an enthusiastic and effective response to the introduction of the literacy and numeracy strategies, which is having a positive impact on standards and pupils' progress. Pupils make good progress in music and physical education and their attainment is now above expectations for pupils of this age. This represents an improvement in standards since the last inspection. Pupils' standards of attainment in information technology, history and geography are in line with expectations for their age. In religious education pupils' attainment is in line with expectations of the locally agreed syllabus. Pupils with special educational needs make good progress in all subjects in relation to their prior attainment.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Satisfactory	Good
Science	Not applicable	Satisfactory
Information technology	Not applicable	Satisfactory
Religious education	Not applicable	Satisfactory
Other subjects	Unsatisfactory	Satisfactory

The quality of teaching is good and a strength of the school. Ninety per cent of teaching is satisfactory or better, 64 per cent of lessons were good or better, and 24 per cent of lessons seen were very good. These proportions are much better than the average for primary schools and represent a good improvement compared with the last inspection. During the inspection ten per cent of teaching was unsatisfactory: the number of

unsatisfactory lessons was evenly split between under fives in reception and Key Stage 1. However, the proportion of unsatisfactory teaching in under fives in reception is very high and located in one of the two classes. Fifty per cent of teaching in under fives is good or better and of this 38 per cent is very good. However, the amount of unsatisfactory teaching is too high (25 per cent). Consequently, teaching for children under five is unsatisfactory overall.

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	Consistently good. Pupils have good self-discipline.
Attendance	Satisfactory – in line with the national average. Punctuality is good.
Ethos*	Very good. There is a very strong commitment to raising standards in core subjects. Positive attitudes and relationships, and good quality teaching, create an effective learning environment.
Leadership and management	Satisfactory. There is a clear educational direction for the school's work, and strong and effective leadership in the development of the curriculum and assessment in English and mathematics. The school does not meet statutory requirements for a daily act of collective worship.
Curriculum	Satisfactory. There is a broadly-balanced curriculum, with appropriate emphasis on literacy and numeracy but insufficient focus on art, and design technology.
Pupils with special educational needs	Satisfactory provision with good day-to-day management.
Spiritual, moral, social & cultural development	Satisfactory spiritual development, with missed opportunities for enhancing spiritual awareness. Moral and social development is good. Cultural development is satisfactory, with weak provision for the development of multi-cultural awareness.
Staffing, resources and accommodation	Satisfactory provision of teaching and support staff. Accommodation is good. Resources are variable but satisfactory overall. They are good for English and mathematics, and very good for information technology.
Value for money	In relation to its context and the standards achieved, the school provides good value for money.

**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

- V. Parents are satisfied with the school's standards and the progress their children make.
- VI. They are very happy with the positive attitudes and values the school promotes.
- VII. Parents believe mathematics is a strength of the school and that reading and writing are much improved.
- VIII. Parents particularly value the induction pack for new parents and their children.
- IX. Most parents report that their children like school.

What some parents are not happy about

- X. Some parents are not satisfied with the amount of school.
- XI. Some parents believe the introduction of literacy subjects.
- XII. Some parents felt that the school provided

Eight parents attended the meeting with the registered inspector before the inspection and 59 parents returned questionnaires. Inspectors' judgements support the parents' positive views expressed through the questionnaires, at the parents' meeting, and in discussions during the week. Inspection evidence also supports

some of the negative views of some parents, for example, insufficient time and emphasis is given to the development of art and design technology. Inspectors also found that, with the exception of English and mathematics, insufficient emphasis is placed on planning for differing ability groups, resulting in a lack of challenge for higher attaining pupils. Overall, the information parents received is satisfactory. Regular newsletters provide information about school events and extra-curricular activities, but do not sufficiently reinforce the curriculum and topic information provided in the prospectus.

KEY ISSUES FOR ACTION

In order to raise standards further the headteacher, governors and staff should;

1. Ensure improvement in the quality of teaching in under fives by:
 - providing relevant training to increase the teacher's knowledge and understanding of provision for children under five
 - providing training on the role of the teacher for children under five
 - ensuring teacher assessments are used by all teachers to plan appropriate tasks for children of differing abilities
 - ensuring an appropriate balance of teacher and child directed learning, increasing opportunities for child choice
 - ensuring all lessons are appropriately timed and paced to meet children's needs.
(Paragraph ref. 23, 25, 26, 29, 34, 68.)

1. Raise teacher expectations and planning for higher attaining pupils in writing, and investigative work in science, to ensure increased attainment at the higher Level 3 by:
 - ensuring there is clear reference in teachers' daily planning to increased expectations, and more challenging tasks for higher attaining pupils
 - provide more opportunities for pupils to engage in extended writing in English and science
 - promoting more opportunities for pupils to use their writing skills across the curriculum
 - ensuring greater imaginative use of words and structure in extended writing
(Paragraph ref. 9, 10, 11, 15, 27, 58, 84, 88.)

1. Establish formal procedures for all co-ordinators to monitor the quality of pupils' work and teaching for all subjects by:
 - in science, art, design and technology, history and geography rigorously monitoring the quality of teachers' planning and assessing standards of the work pupils produce
 - monitoring differences in attainment between boys and girls
 - providing guidance to co-ordinators with a range of strategies to monitor pupils performance, standards of work, and teaching
 - ensuring that co-ordinators monitor teachers' plans and match pieces of work from parallel classes
 - enabling co-ordinators to monitor the quality of lessons against specified criteria.
(Paragraph ref. 16, 30, 32, 47, 52, 58, 83, 98, 101, 104, 109, 113.)

1. Ensure that assessment procedures are used to help teachers plan future work for pupils in under fives, and all Key Stage 1 subjects, to match the quality of work seen in English and mathematics by:
 - ensuring that daily planning regularly identifies assessment opportunities to assess the work of individual pupils or groups
 - ensuring that the assessment policy and its procedures are consistently implemented.
(Paragraph ref. 11, 25, 27, 28, 29, 34, 39, 55, 69, 88, 98, 109, 113.)

In addition to the key issues the following less important weaknesses should be considered for inclusion in the action plan:

- ensure there is a greater focus on the development of pupils' knowledge and skills in art and design and technology, in order to raise attainment and increase pupils' progress
(Paragraph ref. 14, 30, 34, 52, 58, 99-101, 102 -104.)
- increase direct teaching of multicultural awareness and improve resources available to support pupils' learning
(Paragraph ref. 38, 100.)
- ensure there is more information about the curriculum for parents
(Paragraph ref. 43.)
- increase resources, including artefacts and posters, for religious education
(Paragraph ref. 54, 94, 98.)
- provide more opportunities for developing pupils' spiritual awareness in assemblies
(Paragraph ref. 35, 36.)
- provide suitable opportunities for children under five to have regular access to outdoor play equipment and opportunities for imaginative play situations
(Paragraph ref. 53, 56, 66, 67.)
- ensure statutory requirements for a daily act of collective worship are met.
(Paragraph ref. 35, 48.)

INTRODUCTION

Characteristics of the school

- Glenfield Infant School is in the Harefield ward in the Bitterne area of Southampton. Slightly more pupils come from out of the local area than within and from a range of backgrounds and housing; currently, this is 53 per cent of pupils joining the school in 1999. No pupils attending the school have statements of special educational needs. There are 56 pupils on the school's register of special educational needs; this represents 32 per cent of the school's roll, above the national average. The number of pupils with statements is well below the national average. There are four pupils with English as an additional language, representing 2.3 per cent of the school population, which is slightly higher than the national average. None of these pupils receive specialist support to help them learn English. Twenty-eight pupils, representing 18.30 per cent of pupils, are entitled to free school meals and this is broadly in line with the national average.
1. The school is a local education authority maintained infant school. There are 153 pupils attending the school, which caters for boys and girls from 4 –7 years of age. Most children are admitted from the start of the academic year in which they are five. They join the school part-time until the term of their fifth birthday. All children are full-time by January and children with birthdays in the Spring start full-time after the Autumn half-term. Almost all children starting school have some form of pre-school experience. A private pre-school began operating from the school site in September 1999. The majority of children, approximately 80 per cent, start school with attainment levels in line with those expected for children of this age.
 2. The school's stated aim is to make the school a safe and happy place where children have the best possible opportunities for successful learning.
 3. The school's supporting aims are to:
 - set high standards in order to provide quality education
 - encourage children to achieve their full potential in all aspects of school life
 - care for children, irrespective of gender, race or religion, as valued members of the school community
 - maintain the code of conduct to provide a caring, secure and disciplined environment for all
 - encourage children to build good relationships, act with a sense of responsibility and show consideration for others
 - provide a broad and balanced curriculum appropriate to the needs of the individual within the resources available
 - keep parents informed about their child's progress and general school matters
 - be open and welcoming, offering opportunities for parents to become involved in the daily life of the school; keep parents informed about any changes to the policies of the school, dealing with concerns fairly and promptly.
 1. The school's targets for the next two years are to:
 - raise standards in writing at Level 3 in Key Stage 1
 - further develop the monitoring roles of the subject leaders and area co-ordinators
 - implement the numeracy strategy
 - implement the action plan arising from the Ofsted report.

1. The key issues for action from the last inspection required the governors, headteacher and staff to improve further the pupils' standards of work and learning by:
 - continuing to develop the quality of all curriculum planning to ensure improved continuity and progression of each subject within the whole curriculum
 - improving the quality and teaching and the standards of achievement in Year 2
 - continuing to develop the monitoring role of curriculum co-ordinators to raise standards further
 - ensuring that the key skills of reading, writing and information technology are taught and developed across all subjects
 - ensuring the teaching of all aspects of English continues to improve
 - increasing opportunities provided for both spiritual and cultural development
 - continuing to develop the use of the school grounds to ensure their contribution to the National Curriculum.

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	35	31	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	27	27	32
	Girls	28	29	28
	Total	55	56	60
Percentage at NC Level 2 or above	School	87(80)	89(80)	95(83)
	National	80(80)	81(80)	84(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	27	31	29
	Girls	27	29	27
	Total	54	60	56
Percentage at NC Level 2 or above	School	86(80)	95(78)	89(83)
	National	81(80)	85(84)	86(85)

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.5
	Absence	National comparative data	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	23
	Satisfactory or better	90
	Less than satisfactory	10

¹ Percentage in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Overall, the school promotes high levels of achievement by the end of Key Stage 1, with attainment levels above average in English and well above average in mathematics in 1998 tests when compared to national averages. The school is making good progress in raising standards over the last three years and since the last inspection. For example, at that time in 1996, standards in English were below the national average in all aspects. Pupils' results in the 1998 national tests in English are above national averages and well above those of similar schools. Teachers' assessments of science show pupils achieving in line with national averages but above those of similar schools. Parents are satisfied with the attainment and progress of their children and inspectors' judgements support this positive view.
2. Most children start school with abilities and skills in line with expectations for their age. However, some of the current reception intake are above expectations in aspects of language and literacy, and mathematics. By five years of age most children meet the national Desirable Learning Outcomes in most areas and make satisfactory progress. Higher attaining pupils make good progress in aspects of English. In lessons, most children make good progress and exceed the expectations for their age in their personal and social development, language and literacy, and physical development. A significant proportion of higher attaining children make good progress, particularly in reading. Those with special educational needs receive appropriate support and make sound progress. All children become independent and understand the importance of sharing and taking turns. They have an early introduction to literacy and numeracy hours and are well prepared for the National Curriculum. During literacy and numeracy sessions, children sustain their interest well. They have good opportunities to understand the sequence and meaning of stories, learn letters, sounds, and early writing skills. They copy and write their names and form some letters correctly. In lessons, children under five count up to ten confidently and recognise the correct order for numbers up to five. Children's progress in lessons is dependent on the quality of teaching. Good quality teaching ensures children also make good progress. However, in some lessons in one of the classes, when the quality of teaching is unsatisfactory or very poor, children do not make sufficient progress.
3. By the end of Key Stage 1, pupils achieve standards above national expectations in all aspects of English apart from spelling which is well above. The school has a continuing focus on improving the quality of pupils' imaginative writing skills to enable more to attain the higher Level 3 in this area. The evidence for inspection is above pupils' tests results in 1998 and 1999. In 1998, results were in line with the national average. In the 1999 tests, no pupils achieved Level 3 due mainly to an overall lack of imaginative use of words and structure in extended writing. The failure to meet last year's targets for achievement of Level 3 in writing means the school has appropriately identified this as an area for significant development this year. The school's focus on this is creating some good progress in lessons, explaining the difference between inspection evidence and standards in the last two years. Pupils' speaking and listening, reading and writing skills are above average in lessons. There is good use of speaking and listening skills across the curriculum, but less emphasis on writing, particularly in science, design and technology and art.
4. Pupils' standards of attainment are well above the national average in mathematics. This inspection evidence is consistent with pupils' results in the 1998 national tests where pupils' results were well above the national average. In comparison to similar schools, the school is achieving very high standards in Key Stage 1. Inspection findings confirm the maintenance of these levels of attainment. There has been significant improvement since the last inspection where standards in mathematics were broadly in line with the national average. A strong focus by the school on improving planning and assessment has ensured good progress and rising standards.
5. In science, inspection evidence suggests that the school is not sustaining the high levels of achievement at Level 3 in 1998 national assessed tasks. Teachers' assessments of Year 2 pupils showed their attainment was in line the national average for the number of pupils achieving the expected Level 2 and above; the

number of pupils achieving the higher Level 3 was close to the national average. In comparison with those in similar schools nationally the school's results were above. Last year no Year 2 pupils in the school attained the higher Level 3. Inspectors' scrutiny of pupils' previous work confirms the accuracy of teachers' assessment. Last year teachers' assessments showed no pupils were able to succeed at Level 3 on the investigative science section. The school has identified this as an area to develop and lessons seen during the inspection contained a large investigative element leading to better progress in this area. In lessons pupils attain standards of attainment in line with national averages and make satisfactory progress.

The school has largely maintained the standards from the previous inspection, where standards were in line with national averages but not higher attainment achieved since then. Science makes a good contribution to the development of pupils' speaking and listening skills but there is insufficient emphasis on applying their writing skills due to an over emphasis on simple recording on worksheets. Teachers make regular assessments, but do not make sufficient use of these assessments in planning future work, and currently, do not plan sufficiently challenging work for higher attaining pupils.

6. In information technology pupils' attainment is in line with national expectations and very good progress has been made since the last inspection in improving teaching and learning. Pupils now have appropriate support, and work is closely matched to their attainment. Information technology is used well across the curriculum. Standards of attainment in religious education by the end of the key stage are in line with the locally agreed syllabus. Pupils acquire the knowledge and understanding, the skills, and the attitudes identified in the syllabus. Their progress is sound as they build successfully on previous learning. During the last inspection there was insufficient evidence to make a judgement about standards in religious education so it is not possible to judge improvement.
7. In music and physical education, pupils make good progress overall and achieve standards above those expected for their age. The last inspection found standards to be in line with national expectations and the school has made good improvement in promoting higher standards and better progress. The effective use of specialist teaching provision plays a significant role in creating this improvement in music. The high quality of teaching in physical education ensures pupils' fitness levels are challenged and that there is a brisk pace to lessons which enhances learning. Attainment in geography and history at the end of the key stage is in line with expectations for the age group. No judgement was made about pupils' attainment at the last inspection in either subject because there was insufficient evidence and, therefore, it is not possible to make a judgement about improvement.
8. In art, and design and technology the quality of the work is below that expected of pupils of this age by the end of the key stage. There is no evidence of an appropriate curriculum focus on consistently developing pupils' skills and knowledge. Consequently, in both these subjects pupils' progress over time is unsatisfactory. There are significant missed opportunities to develop pupils' literacy skills, particularly in writing through recording and evaluating their work, and responding to the work of other artists.
9. The school's agreed targets for literacy and numeracy are appropriate. The school is monitoring data over time and looking at past results to ensure changes to the curriculum to effect improvement. For example, there is a greater emphasis on writing and investigative work in science as these areas were perceived as depressing higher attainment last year. Currently, the school makes insufficient use of information from teachers' assessment of children's skills when they start school to predict attainment levels at the end of the key stage. Boys have made better progress in reading due to improvements in the range of books matching their interests. Girls made better progress than boys in writing and mathematics over the last three years. The school has few systems to monitor differences in attainment by gender other than at the end of the key stage.
10. Pupils with special educational needs make satisfactory progress and attain satisfactory standards in spoken and written work and in reading, according to their capability. Pupils with special educational needs are effectively integrated and are well provided for in terms of the planned provision involving teaching, support staff, and outside agencies. The close liaison with the speech therapist provides good support for pupils. A learning support assistant provides good opportunities for individuals to practise the exercises provided and aids their progress. Pupils' knowledge, skills and understanding are developed appropriately when they are supported in class effectively by a learning support assistant. At other times they do not improve at the same rate because their specific needs are not so well met in the planned programme of

class activities. Pupils for whom English is an additional language make satisfactory progress.

16. **Attitudes, behaviour and personal development**

11. Children under five have positive attitudes to school and most children settle in successfully. They quickly gain in confidence and readily join in activities with other children. They take turns willingly and share equipment sensibly. Children play happily on their own or with friends. Most children listen and sustain their concentration well. They behave well even when the teaching approach does not meet their needs. For example, when they are sat on the carpet listening to the teacher for too long. Most children are independent in dressing and personal hygiene by the time they are five. They successfully direct their learning and show initiative when allowed.
12. Pupils' attitudes towards learning are good. Most pupils are eager to learn and respond well to challenging activities, such as number games in mathematics, and developing skills with graphite sticks in art. Where pupils occasionally become distracted or restless, it is due to a lack of pace, for example, in a science lesson where the tasks were insufficiently challenging, leading to chatting and some lack of concentration. Pupils contribute to lessons with enthusiasm, often sharing and discussing ideas, and being keen to show off their work and demonstrate newly-acquired skills. They have good self-discipline, waiting for their turn, holding up hands to answer questions, and listening to the contribution made by others. Good examples of pupils' contributions to lessons are seen in English and mathematics, particularly during whole-class discussion sessions for both subjects. In science, pupils sustain a depth of interest and eagerly talk about what they have learnt.
13. Behaviour around the school is good. During their time at the school, pupils develop as mature and confident young people. Relationships between pupils are good. They are caring towards each other, often comforting those who have hurt themselves or become upset for some reason. They are polite and friendly towards adults and listen carefully when being asked to help with or undertake a task.
14. Pupils learn to respect other people's feelings and have an appreciation of the values and different beliefs that other children and their families may have. They respond to strategies which encourage them to take responsibility and make choices, and in so doing become more independent learners. They also show initiative and take responsibility, for example, reception class pupils return the registers to the administrative office after registration, and older pupils help each other on the computers and use a digital camera to keep a record of school life and outside visits. Good examples of collaborative working were observed in science, maths and English. At the end of Key Stage 1 they are well prepared for the next phase in their education. Overall, the positive attitudes and good behaviour reported after the last Ofsted inspection have been maintained and continue to make a positive contribution towards attainment and progress. Parents are very happy with how the school promotes positive attitudes and good behaviour. Most parents felt that the school promoted very positive values and encouraged pupils to relate positively to each other.

20. **Attendance**

15. Pupils' attendance is satisfactory and in line with the national average. Punctuality is good and this is an improvement since the previous Ofsted inspection, when inspectors noted that 'there were a number of occasions where latecomers disturbed the start of morning sessions'. Regular attendance at school continues to make a positive contribution towards pupils' attainment and progress. Parents confirmed their children enjoyed school, and consequently attendance is good. They are discouraged from taking holidays in term time, which also aids the school's attendance rates.

21. **QUALITY OF EDUCATION PROVIDED**

21. **Teaching**

1. The quality of teaching is good, and strength of the school. Ninety per cent of teaching is satisfactory or better, 64 per cent of lessons are good, and 24 per cent of lessons are very good. These proportions

are much better than the average for primary schools and represent a good improvement in Key Stage 1 compared with the last inspection. During the last inspection teaching was generally sound but with significant variation between classes; there were shortcomings in English and mathematics teaching. The school has made significant improvements in raising teachers' expectations and the quality of teaching in both of these areas, and they are now good. The introduction of the literacy and numeracy hour, combined with a great deal of hard work on improving planning, is responsible for raising the standards of teaching in these areas so significantly, and the impact of this can clearly be seen in consistently rising standards of attainment.

2. During the inspection, ten per cent of teaching was unsatisfactory with an example of very poor teaching in under fives. The number of unsatisfactory lessons was evenly split between under fives in reception and Key Stage 1. However, the proportion of unsatisfactory teaching in under fives in reception is very high and located in one of the two classes. Forty-three per cent of the teaching in reception is very good. The amount of unsatisfactory or very poor teaching (29 per cent) is too high, and consequently, teaching for children under five is unsatisfactory overall. A change of staff in reception and changes in the requirements for the curriculum for under fives, with insufficient training for current staff, has affected the quality of teaching in one class. Consequently there is a significant fall in teaching standards overall for pupils under five. The last report found no unsatisfactory learning in reception and teaching was satisfactory or better.
3. The good and very good teaching makes a significant contribution to pupils' progress and to the positive standards of behaviour. There were particularly good lessons in under fives in one class, mathematics, music, and physical education. The overall improvement since the last inspection is due to improved planning, which has raised expectations, and an increased pace to lessons. The quality of specialist music teaching is very good and has a significant impact on raising attainment, increasing progress, and supporting and encouraging non-specialist teachers. Where teaching is very good teachers use probing questions to revise work and extend pupils' knowledge and understanding; their planning clearly identifies what pupils are expected to learn in each lesson; they prepare their lessons and necessary resources meticulously; they provide good opportunities for pupils to discuss their ideas.
4. The commitment from the leadership and management of the school to raising standards and analysis of attainment data, gives a strong lead to teachers. The effective leadership in the development of the curriculum and assessment in English and mathematics has played a significant role in raising teachers expectations, knowledge and confidence. Teachers plan all lessons carefully. Planning is most detailed in English and mathematics where there is an appropriate mix of whole-class teaching, group and individual work. Teachers' daily planning is less well developed in most other subjects: there is insufficient identification of assessment opportunities; too little use of assessment information which results in some work, which does not match pupils' abilities sufficiently well.
5. Teachers maintain high standards of discipline in most lessons, manage their classes very well, and expect the pupils to behave. This allows pupils to concentrate on their learning and enables them to progress at a good rate. They reward success with encouragement and praise. Good teaching is based on secure knowledge of the subjects of the National Curriculum. Relationships between pupils and teachers are very good and there is a high degree of mutual respect. There is a pleasant atmosphere throughout the school, which creates an effective learning environment. Teachers establish and maintain good work habits and pupils respond well to this.
6. In mathematics, information technology, and most aspects of English higher attaining pupils are set direct challenges to extend their knowledge and understanding further. This is less well developed in science and other subjects. How work is adapted, expectations varied, and extension work provided is not clear enough on teachers' daily planning. Day-to-day assessment is therefore unsatisfactory and not assisting teachers to plan future work for the needs of all groups of pupils cross the curriculum. The work for pupils with special educational needs is well planned and classroom assistants support these pupils appropriately. There is good support to pupils with speech and language difficulties and appropriate support for pupils for whom English is an additional language. Too little use is made of classroom assistants' time during class sessions to conduct focused assessment and the recording and

use of assessment information is not consistent throughout the school. Teachers mark pupils' work regularly and in English and mathematics this leads to greater understanding and improvement. There are some good examples of written comments, which tell pupils what it is they need to do in order to improve.

7. Teachers regularly provide homework for pupils, usually reading and spellings. Most parents feel satisfied with the amount given and the content. Parents particularly value the induction pack for pupils about to start school. There is a good record of what pupils read at home, which complements the effective records teachers keep of their assessments of pupils reading during guided-reading sections of the literacy hour.

28. **The curriculum and assessment**

8. The curriculum for children under five is broad, offering a good range of experiences which develop children's knowledge and skills successfully. A strength of the curriculum provision is the strong emphasis given to the promotion of personal and social development, children's language and literacy and mathematics. There is insufficient emphasis on imaginative play. There is a strong focus on literacy and numeracy in both reception classes which are working appropriately towards the implementation of the structured literacy hour and the early stage of the National Curriculum programmes of study. There is an appropriate early years policy. However, there is insufficient identification and recording of when children transfer from an under fives curriculum onto the National Curriculum. There are good assessment procedures but these are not yet used to help teachers plan future lessons. There is no clear procedure to show how these assessments help teachers decide when children need to transfer from an under fives curriculum to the early stages of the National Curriculum.

9. The school provides a broad and balanced curriculum, which meets the requirements of the National Curriculum and includes religious education. It gives appropriate emphasis to the development of pupils' literacy and numeracy. Staff have made a good start in introducing the numeracy hour and making the necessary adjustments to the broader curriculum. Good provision is made for health, drug and sex education. However, there is insufficient time provided for art, and design and technology. The curriculum reflects the aims of the school and all pupils have access to it. There has been good improvement in curriculum planning. The school has worked hard to improve its long-term planning and most policies and schemes of work are in place. The schemes provide well for the development of pupils' knowledge and skills in English, mathematics and information technology, and are satisfactory in most subject areas. There is detailed planning for literacy and numeracy. There is formal monitoring of planning by most subject co-ordinators and some monitoring of pupils' work in English and mathematics. Teaching, planning and pupils' work has been monitored for most areas by the headteacher. However, the role of the co-ordinator is underdeveloped in the monitoring of the impact of teaching on standards and the curriculum. There are too few strategies in place to ensure that what is planned is taught and currently no evaluation of the quality of work produced, particularly in science, art, and design and technology.

31. Access to the curriculum is good for pupils of all abilities, and careful attention is paid to equality of opportunity in all policies and areas of the curriculum. The school complies with statutory requirements and meets the needs of a range of pupils from a variety of backgrounds, with the exception of providing sufficient challenge for higher attaining pupils. All pupils are encouraged to play a full part in the life of the school and they all have equal access to the curriculum. Pupils exempt from the religious act of worship experience assembly, but are appropriately withdrawn during the of prayer and reflection. No pupils are excluded from school activities and pupils with special educational needs are quickly identified and well supported to ensure they have appropriate access to the curriculum. The school sets targets for achievement for each year group but specific targets for boys and girls are not always identified.

1. The headteacher co-ordinates special educational needs and provides effective leadership. The day-to-

day management of special educational needs is good. There is an appropriate policy in place that reflects the requirements of the Code of Practice. Procedures for identification, monitoring and review are effective and understood by the staff. The register of pupils with special educational needs is maintained satisfactorily and updated systematically. Individual education plans are drawn up by the class teachers and appropriately reviewed by the headteacher. However, there is no monitoring to ensure all class teachers implement consistently the recommendations given. Statutory requirements for pupils with special educational needs are met.

2. There is a good range of extra-curricular activities; these include educational visits, such as, the local zoo, and a range of clubs including dance, recorder and short tennis. These help to develop pupils' interests and expertise in these areas.
3. Assessment procedures have improved since the last inspection. There is a clear and comprehensive assessment recording and reporting policy which provides a useful focus for monitoring, reviewing and evaluating the pupils' learning and the effectiveness of the teaching. The school complies with statutory requirements for assessment at the end of Key Stage 1. There is consistency in the assessment planning sheets and daily assessment is carried out effectively in English and mathematics. However, the use of day-to-day assessment to inform curriculum planning is inconsistent as the policy is not fully implemented, and for several subjects such as science, religious education, history, geography, art and design technology, is unsatisfactory. There are no assessment procedures in place to monitor and record the levels of attainment and rate of progress of individual pupils, or to help in identifying pupils' needs in these subjects. The use of these procedures is unsatisfactory overall in both under fives and Key Stage 1. There is insufficient emphasis on planning work to raise expectations of all pupils. For example, science work is planned round themes with several work sheets to introduce and record findings; the same work sheet is used for each pupil irrespective of their ability and needs, and in some cases the same work sheet is used in two-year groups. Target setting has been introduced for individual pupils and is continuing to be developed, but needs to be more explicit. Teachers prepare comprehensive written reports for parents annually in the summer term. A good feature of these reports is the inclusion of written comments by the teacher, parents and the child. Statutory end of key stage assessments are reported to parents, which effectively inform them of their child's progress.

34. **Pupils spiritual, moral, social and cultural development**

4. The overall provision for spiritual development is satisfactory. However, there are missed opportunities for enhancing spiritual awareness in all classes, for example, when looking at a poem or reflecting on a piece of music. The spiritual content of assemblies varies from unsatisfactory, when there is insufficient collective worship or time for reflection, to satisfactory, when time is provided for reflection and a concluding prayer from a pupil. Christian festivals are celebrated at special assemblies led by the community governor who is also an ordained minister.
5. The school has a well-planned programme of assembly themes with a clear focus, specific objectives, and a guide for implementation and suggestions for appropriate cross-curricular links. The intentions of this programme, which addresses an issue raised in the last Ofsted report, have not been fully realised. The improved outcome, of helping pupils to reflect on the wonders and mysteries in their lives, remains to be fully achieved. Acts of worship during individual class assemblies are not always approached in a sufficiently reflective or sensitive way. The religious education syllabus makes a good contribution to the spiritual development of pupils and introduces an awareness of other faiths.
6. The provision for the moral and social development of pupils is good. They have a clear understanding of right and wrong and are learning to make moral judgements. Relationships between pupils and between pupils and adults are good. The moral and social development of pupils was reported as a strength after the last Ofsted inspection and this quality provision has been maintained.
7. The provision for the development of pupils' cultural traditions is satisfactory. Pupils participate in the

local arts festival, visit theatres and other places of cultural interest. There is a significant underdevelopment of the aesthetic dimension within the curriculum, for example, in art and the humanities subjects, although music and dance do contribute satisfactorily. Multicultural development is weak. There are few displays and images around the school to promote a broad multicultural awareness. For example, there is no celebration or promotion of the cultural traditions of the ethnic minority pupils who attend the school. The focus on Islam and life in Turkey contributes to widening pupils' awareness of the multicultural dimension, but it is not sufficient to prepare pupils fully for life in a multicultural society. In this respect, the school has not responded to the previous Ofsted inspection report which required a wider range of resources to celebrate the pupils' rich cultural heritage and diversity, as well as the many other cultures around the world.

38. Support, guidance and pupils welfare

8. The school provides good support and guidance for its pupils. The assessment, monitoring and reporting of academic progress is satisfactory, but the information gathered is not always well used to help teachers plan future lessons. Teachers know their pupils well, but there is no formal monitoring and recording of personal development to ensure that individual needs are addressed in a structured way. The provision for pupils with special educational needs is satisfactory. Good individual education plans are provided, with agreed learning targets, but teachers and learning support staff do not always refer to them sufficiently in their planning or during lessons.
9. There is a comprehensive behaviour and discipline policy with clear guidelines for its implementation, which is consistently followed by all staff. Bullying is not tolerated and any incidents of inappropriate behaviour are quickly and effectively addressed. There is an attendance policy, which is rigorously and successfully implemented. The policy for dealing with child-protection issues was reviewed after the last Ofsted inspection, which judged that procedures were not then clearly established. Child-protection procedures are now securely in place and are being well managed by the headteacher, who has become very experienced in such matters. The headteacher has established effective links with outside support agencies for special educational needs. There is a close working relationship with the appropriate outside agencies, which has proved to be effective in practice.
10. The school promotes good hygiene practice, ensuring that pupils have sufficient opportunities before mealtimes and after practical activities for hand washing. Personal, social and health education is time tabled and provides good opportunities for pupils to discuss their feelings and relationships. There is an appropriate sex education policy and, within the science curriculum, pupils learn about life-processes and reproduction in animals. The school nurses, and visiting fire brigade and road safety officers, provide good support to the school with health and safety training. The school participates in a local police project. These good community initiatives help to ensure that pupils know how to protect and care for themselves and have an awareness of drugs and other harmful substances. Health and safety practice in the school is rigorous and closely monitored by senior staff and the governing body. Individual staff and governor responsibilities are clearly defined and inspection routines well established. Concerns expressed by some parents at the pre-inspection meeting about the first-aid provision at lunchtime were not found to be justified. The majority of the learning support assistants, and lunchtime supervisors have received basic first-aid training. A well-equipped first-aid cabinet is always available near the playground during the lunchtime.

41. Partnership with parents and the community

11. The partnership between the school and parents is satisfactory and is promoted through a formal home-school agreement. The school prospectus provides a clear overview of the curriculum and programme of topic work. The inclusion of the learning and teaching policy clearly defines the expectations for all parties engaged in the learning process. The induction process for the parents of children entering reception class is well structured and helpful, but the curriculum information provided is not matched in all respects to the curriculum for children under five working towards the national Desirable Learning Outcomes.
12. Regular newsletters provide information about school events and extra-curricular activities, but do not

sufficiently reinforce the curriculum and topic information provided in the prospectus. Parents at the pre-inspection meeting expressed the view that the quality of information provided in the reception year was outstanding, but that this high standard was not maintained in Years 1 & 2. Comprehensive details of the curriculum and the topic programme are available in the prospectus. This represents the only source of information for the three years in which pupils are at the school. Inspectors support parents' views that there is insufficient additional information, and this is unsatisfactory. Annual reports are comprehensive and include a summary of progress and attainment and a reply slip for written comments by both parent and child. The school provides each child with a reading record book, which is used well to record progress and facilitates regular communication between parent and teacher. Pupils identified as having special educational needs have appropriate annual reviews of their progress and their parents are informed regularly of their children's progress. The homework policy is appropriately included in the prospectus. Consultation evenings are well attended by parents.

13. The school encourages parents to help in the classroom and with extra-curricular activities. There are a number of regular volunteers whose contribution is well managed and highly valued. The 'friends of the school association' organises a good range of fund raising and other social events. Liaison with the receiving junior school is good. There is close consultation regarding the transfer of all pupils including those with special educational needs. The links with the local community are well established, there are regular visits to both the parish and United Reform churches, and frequent participation in local music and arts festivals. The school programme of visits to places of historic and cultural interest enriches the curriculum. Funding from the 'National Grid for Learning' and sponsorship from a local international computer company have significantly enhanced the information and communications technology resource. Overall, there is a good enrichment of the curriculum through the well-developed links with the community.

44. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

44. **Leadership and management**

44.

14. The leadership and management of the school are satisfactory. The headteacher provides a clear educational direction for its work. She is supported very well by the deputy headteacher who gives strong and effective leadership in the development of the curriculum and assessment in English and mathematics. They work well together and set the tone for the school's sense of community and the positive learning environment. With the support of governors and the hardworking staff team they have built on the school's strengths in order to improve the quality of education provided and to raise standards. The school is in a good position to improve in the future.
15. A new senior management team has recently been established but is not yet operational. The team comprises the headteacher, deputy headteacher, and two senior staff. One of the senior posts was advertised nationally. However, the second post was appointed from within the existing staff without being advertised internally. The headteacher monitors teaching and learning in the school through the scrutiny of teachers' planning, classroom visits, and examining the work of pupils.
16. The school has made good progress towards addressing most of the key issues and other areas for development raised in the 1996 inspection. The school recognises there are continuing deficiencies in some areas, in particular the management role of the co-ordinators, which remains under-developed and was a key issue arising from the last report. Although the deputy headteacher is the English co-ordinator and has been the driving force in the raising of standards in the subject, she has not had the opportunity to monitor the implementation of the Literacy Hour. There has been no systematic and regular monitoring and evaluation of the majority of curriculum subjects to provide the school with an objective overview of pupils' performance. Co-ordinators have made an effective contribution to the development of their subjects by reviewing the policies and the schemes of work. The school is taking appropriate steps to provide time for co-ordinators to review their subjects during the course of the academic year. However, there is currently insufficient guidance for the monitoring of standards and the curriculum. Writing skills have not been sufficiently developed across the curriculum, particularly in science, design and technology, and art. This was part of another key issue from the last report and

insufficient improvement has occurred.

17. There are good relationships between the school and its governing body and a shared sense of purpose. During the past two years, there have been difficulties in attracting members to the governing body. However, after a rigorous campaign, and with the support of the local education authority, six new governors have recently been appointed. The chair of governors played a vital role when the governing body was so depleted. He provided good support to the school and other governors by maintaining regular monthly meetings with the school in order to move developments forward. He has written an informative code of conduct for governors and terms of reference for their committees. Governors attend appropriate training courses in order to keep up to date with educational developments. They visit the school as often as is practicable in order to have first-hand knowledge of its work and monitor developments. One governor has provided valuable training in information and communication technology for staff, and continues to give expert advice. The governor with responsibility for special educational needs is well informed about the organisation of this aspect of the school's work. The governing body is well informed and discharges its duties in respect of the Code of Practice for special education needs efficiently.
18. Governors have a clear understanding of, and commitment to, their roles, and work hard to fulfil them. They are supportive and bring a considerable level of expertise to the school. The governing body does not have an appropriate committee structure. Later in the term, committees are to be formed now that a full complement of members has been recruited. The governors' strategic overview has improved since the last inspection, however, there is still insufficient monitoring of the cost effectiveness of decisions made. The governors fulfil most of their statutory responsibilities satisfactorily, except in relation to ensuring that an appropriate daily act of collective worship is provided by the school and that all appointments are in line with nationally accepted guidelines.
19. The school development plan is a comprehensive document produced in consultation with all staff and governors. Co-ordinators provide information verbally on the development of their subject area to the headteacher, the deputy headteacher and a governor. These are drawn together by the headteacher so that the school can gain a clear long-term overview and a better sense of priority. Specific objectives are well linked to school priorities, with identified tasks, responsibilities, resources, and time scales, financial implications and success criteria in-built. Current priorities include increasing the number of pupils who attain Level 3 in the national tests for English, monitor the introduction of the implementation and impact of the numeracy strategy, and co-ordination of art displays throughout the school.
20. The school successfully achieves its aims, which are the foundation of its good ethos for purposeful learning. Good relationships throughout the school provide a sound basis from which to develop the pupils' understanding of rules, moral and social behaviour. Consequently, pupils acquire appropriate attitudes of consideration, respect and open-mindedness, which enhances their learning. Staff are committed to the school and pupils are well motivated. Parents support the aims and values the school promotes and pupils enjoy being there.
51. **Staffing, accommodation and learning resources**
21. The provision of teachers and learning support assistants is sufficient for the number of pupils on roll. The match of qualifications and experience to the demands of the National Curriculum is satisfactory, although there is a lack of experience and understanding of the national Desirable Learning Outcomes for children under five, which is sometimes reflected in the inappropriateness of lesson planning and teaching for this age group. The school does not provide a structured induction programme for newly-appointed teachers. There is an established appraisal procedure, which includes the monitoring and assessment of teaching by the headteacher, and an annual review to identify training needs. The majority of learning support assistants work effectively with the class teachers and make a satisfactory contribution, which is an improvement since the last inspection. However, there is no independent monitoring of the learning support assistants' work to ensure consistency of approach and standards of support.

22. Whole school in-service training has concentrated on mathematics, English and information technology. In these curriculum areas, the training has had a significant impact on attainment, progress, and the quality of educational provision through raising teachers' knowledge and confidence. The religious education co-ordinator has received quality training support but has not had the opportunity of fully sharing the benefits with colleagues, which limits the impact, effectiveness, and value for money of the training. The school has not provided sufficient training for the current co-ordinators of science, art, design and technology, history and geography, and this is beginning to have an adverse impact on the quality of the educational provision in some of these subject areas. Insufficient time has been devoted to discussion of policy documents for these subjects to ensure all teachers are fully equipped to teach the subject in sufficient depth. In art and design and technology, teachers do not have access to sufficient up to date information on the subjects, for example, specialist journals. The monitoring and support role of curriculum co-ordinators has not been fully developed and, in this respect, practice has not improved sufficiently since the last inspection. The training provision has not matched the changing situation in reception classes where the educational needs of the growing number of children under five has not been fully recognised and catered for. Overall, whilst acknowledging the weaknesses, arrangements for the professional development of staff are satisfactory.
23. The school is situated on an attractive, landscaped site and the very good range of outdoor facilities support environmental studies, science, and physical education. The accommodation is well maintained and attractive. Caretaking and cleaning standards are high due to the strength and commitment of these staff. The accommodation is generous for the number on roll and the use of the available space is well planned and managed to match the requirements of the National Curriculum. The accommodation used by the under five's has not been fully developed to provide an appropriate learning environment for very young children. For example, there is no secure and appropriately equipped play area for the children under five. This limits opportunities to develop motor skills and for them to enjoy outdoor activities as a natural extension to work in the classroom. The adequacy of the accommodation for the effective delivery of the National Curriculum is good.
24. The adequacy of learning resources for the effective delivery of the National Curriculum is satisfactory overall. The provision of learning resources for information technology is very good and those for mathematics and English are good. Book areas are attractive features of each classroom. However, the number of books from other cultures and by writers from ethnic minorities are limited. Reference books are also depleted in the school library. Resources to support the teaching of information technology have been greatly improved since the last Ofsted inspection, and is now one of the strengths of the school. Learning resources for science, art, and design and technology are satisfactory. There are still limitations in the availability of learning resources for religious education, history and geography. In religious education, borrowed artefacts are currently supporting learning, but the school's provision of books, religious artefacts and posters is unsatisfactory and insufficient to provide a wide enough range of images and artefacts to enrich the curriculum and provide display material. In this respect, the provision has not improved since the last inspection. There is a lack of suitable play equipment and appropriate learning and play materials for the under fives, particularly those to promote imaginative play.
- 55.
55. **The efficiency of the school**
25. There are satisfactory procedures for ensuring educational developments are supported by careful financial planning. Governors review the school's needs and priorities, with some involvement of staff, looking at resource needs for each area of the curriculum. These feed into the school development planning process to set priorities, and these are appropriately linked to the money available to the school. Key priorities are identified; for example, the implementation of the literacy hour was highlighted as a major initiative for the last year and funds were used to ensure staff had appropriate resources. Together, the finance officer, headteacher, and chair of governors monitor expenditure carefully and the governing body receive appropriate information on a regular basis through reports at meetings. Together, they have a clear understanding of what money is available and what decisions they make. However, governors currently lack sufficient systems to monitor the

effectiveness of their decisions and the impact they have on standards over time. Some good work has begun on tracking progress through National Curriculum test results, and there are plans to use assessments of children's attainment when they enter school to help measure the progress pupils make over time.

26. The school makes satisfactory use of all money and grants available, and governors and the headteacher weigh up their choices carefully to ensure funds are used to maximise quality of provision for pupils. There is particularly good focus on special needs provision and satisfactory use of funds available to support pupils on the school's register of special educational needs. The school maintains an appropriate contingency for emergencies. Members of staff are deployed satisfactorily overall, but there are some weaknesses. There is some inefficiency in the use of additional learning support assistants' time during the first class-based half-hour of literacy and numeracy sessions. They listen to the teachers' introductions, but during this time have little useful role to play in pupils' learning. However, learning support assistants and other helpers are satisfactorily used during small group time. Some classroom assistants in reception provide effective support to children and teachers. The school makes satisfactory use of its accommodation. The reception staff make good use of the hall to provide additional physical opportunities as they lack a suitable outdoor play area. There is good use of display space to create a brighter and more welcoming environment. Members of staff make appropriate use of available resources.
27. The quality of day-to-day administration of the office is satisfactory. All office staff are efficient and the financial officer provides appropriate support for the more general operation of the school's finances. The recommendations from the last auditor's report have been implemented. The governors monitor their reserves, which are at appropriate levels.
28. There has been significant improvement in curriculum planning, standards, and the quality of teaching overall. Continuing weaknesses are in the use of time and co-ordinators; their management and monitoring role has not been sufficiently well developed since the last report in February 1996. Insufficient training and development of their responsibilities makes them less effective and leads to lack of challenge in science recording and an inappropriate curriculum balance in art and design and technology. The school has worked extremely hard on standards and compares very well to schools nationally, except for higher levels of achievement in writing. In comparison to similar schools' results in English, mathematics and science, the school's achievements are very high. The pupils' standards of attainment and progress have increased steadily over the last three years. Expenditure per pupil is in line with the national average. In relation to its context and the standards achieved, the school provides good value for money.

59.

59. **PART B: CURRICULUM AREAS AND SUBJECTS**

59. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

29. Children enter school in September and form two reception classes. Younger children whose birthdays are later in the year attend part-time. This is a helpful introduction to school life for all children. The arrangement is carefully organised to ensure all part-time children experience morning and afternoon sessions. Teachers, support staff, and midday staff are able to devote more time to children individually as they start full-time. They provide good support which helps children settle into school and routines quickly. At the time of the inspection nearly all of the children are still under five. Communication with parents in the reception classes is good, relaxed and friendly. Parents feel welcome and stay in the classroom for short periods at the start of the day to help settle their children.
30. The school uses the local education authority assessment scheme to assess children's knowledge and skills when they enter school. Most children start school with abilities and skills in line with expectations for their age. However, some of the current reception intake are above expectations in aspects of language and literacy, and mathematics. Almost all children entering the reception classes have some pre-school experience. The school admits children from a wide number of pre-school providers. By five years of age most children meet the national Desirable Learning Outcomes in all areas of development, and exceed these in personal and social development, and aspects of mathematics and literacy. A significant proportion of higher attaining children make good progress and exceed expectations for children of this age.
31. Children are well prepared for the National Curriculum. In the reception classes, children experience a wide range of activities, including an early introduction to aspects of the literacy and numeracy hour. In lessons most children are attaining in line with expectations for their age, and in a number of lessons, they achieve above this. However, children's progress in lessons is dependent on the quality of teaching. The majority make satisfactory progress. Where the quality of teaching is good or better, children also make good progress. However, in some lessons in one of the classes children do not make sufficient progress when the quality of teaching is unsatisfactory or very poor. Over time the majority of children, including those with special educational needs, make satisfactory progress. Higher attaining children make good progress over time, particularly in reading. Standards for attainment and progress have been largely maintained since the last inspection. However, the impact of the quality of teaching in one of the classes means there are now occasions when children do not make sufficient progress.

Personal and social development

32. The children make good progress and exceed the expectations for their age. Most children settle in successfully, gain in confidence, and readily join in activities with other children. They behave well, take turns willingly and share equipment sensibly. They form good relationships with adults and other children. During activity sessions, they play happily on their own or with friends. Most children concentrate on an activity for a reasonable length of time when working in a group, with an adult, or when choosing their own task. During introductory sessions to literacy and numeracy children sustain their interest well, even where teaching is unsatisfactory, and they spend too long sitting on the carpet listening. Most children are independent in dressing and personal hygiene by the time they are five. In literacy and numeracy sessions, there are appropriate teacher-focused discussions and suitable opportunities for children to offer ideas and demonstrate what they know and have learnt. Independent activities allow some opportunity for children to appropriately direct their own learning and to show initiative.

Language and Literacy

33. Children's language and literacy skills are developed well through specific activities related to the introduction of the literacy hour. Most children make good progress and exceed expectations for their age. Teachers plan carefully for this area and allow sufficient opportunities for staff to focus on work

with small groups to develop children's knowledge of letters, sounds, and their early writing skills. During sessions where the teacher and children read a story, there is a strong focus on helping children to understand the structure of the story and why things happen. Children successfully recognise parts of the story and sequence these correctly. They listen attentively to staff and other familiar adults, chatting easily about things that interest them, for example, explaining what they did when they made porridge. They listen carefully to instructions, understand what to do, and respond appropriately. Children listen carefully to stories and rhymes. They show increasing confidence in talking about stories and characters and enact stories in the role-play area, for example, retelling and acting the story of the 'Three Bears'. All children enjoy looking at books, handle them with care, and look at illustrations. Most children understand that print carries meaning, recognise that books have front and back covers, and begin to recognise some initial sounds. They copy letters carefully and most write their names accurately with appropriate use of capital letters.

Mathematics

34. Children make sound progress and meet expectations for their age by the time they are five with higher attaining pupils exceeding this. There is good focus on planned activities to cover aspects of this area through an early introduction to the numeracy hour. Children learn a number of counting songs and rhymes, learning to count forwards and backwards, and recognise numerals and the order in which they go. Most children count to ten accurately and count to larger numbers orally. Higher attaining children are beginning to develop a clear understanding of how many objects represent a number, and do not need to count for numbers below five. Children make good progress over time in counting and adding numbers.

Knowledge and understanding of the world

35. Children make sound progress and meet the expectations for their age. They learn about their world through an appropriate range of activities and are set specific challenges, for example, recording what steps there are to making porridge. They develop their fine motor skills by building with construction kits, for example, a house and beds for the three bears. They eagerly talk about things in the classroom, for example, a collection of shells and crabs and explaining that they are dead. Children confidently use the computers to play a range of games involving, for example, counting and matching to learning to dress a teddy. Visits are used to expand children's understanding of the world, for example, following a visit to the farm children sort animals into different categories such as live on a farm or in a zoo. Children make sound progress in their knowledge and understanding of the world. Members of staff plan practical activities well and through good questioning, and discussion extend children's knowledge and awareness of scientific processes, for example, looking at how dry oats change when milk and water are added, looking again to see what changes occur when the porridge is cooked.

Creative development

36. In creative development, children make sound progress and meet the expectations for their age. They use a range of tools and small equipment well. For example, they carefully model teddies from playdough, paying particular attention to features such as arms, legs and ears. They use tools carefully to make eyes. They paint pictures linked to books they have read, such as the 'Three Bears' and 'Elmer the Elephant' stories. They play games imaginatively in the home corner, but the lack of appropriate organisation and clear teaching objectives means there are missed opportunities for developing creative play. For example, the theme of the Three Bears is not fully explored in each class or organised to enable children to develop matching object by size or dressing up as the 'Three Bears'. The lack of an outdoor play area as part of the curriculum provision limits opportunities for extending role-play into activities such as taking a baby on a picnic or playing co-operatively in the tent and outdoor playhouse. Specialist music provision ensures children learn how to handle and play instruments correctly. They identify long and short notes correctly. They sing and clap keeping to the rhythm when singing songs from memory. They make good progress in these lessons and reinforcement by the teachers, between lessons, helps to improve their confidence and performance.

Physical development

37. Children have good physical skills and make good progress overall. They control equipment such as pencils, crayons and scissors well. There are no opportunities for children to use a variety of outdoor equipment and climbing frames. However, staff use the school hall for physical education lessons. Children confidently use the space, run, hop and jump, following the teachers' instructions. Children are careful not to bump into each other, even when changing directions. They are enthusiastic and enjoy physical activities. In a lesson where the quality of teaching was very poor children made insufficient progress due to the failure of staff to deal appropriately with some poor behaviour by one child, which limited the opportunities for all.

Teaching and provision

38. There are significant differences in quality between the two reception classes. Fifty per cent of all the teaching is good and of this 38 per cent is very good. Seventy-one per cent of all teaching for under fives is satisfactory. However, the high proportion of unsatisfactory lessons in one class, 29 per cent, of all lessons seen, is unacceptable and makes the quality of teaching for children under five unsatisfactory overall. Unsatisfactory teaching is characterised by lack of attention and appropriate response to children's needs for both individuals and for groups. For example, the failure to deal quickly and appropriately with one child impacted on the lesson to such an extent that it affected the opportunities and progress of all. Lack of response to children's needs meant some children spent nearly an hour out of an hour and a half session sitting on the carpet listening to the teacher. Very good teaching is characterised by good pace, effective control, and effective intervention by the teacher to ensure children's understanding, which promotes good progress in learning. For example, in a literacy session, reading the 'Lost Teddy', the teacher had very high expectations, moved the lesson forward at a brisk, but appropriate pace, and linked this effectively to group activities which followed. Similarly, where good teaching is seen in numeracy there are good opportunities for children to develop their speaking and listening skills when asking questions to find a partner who holds a card with the same number. In the last inspection report, teaching was satisfactory. There has been a change of staff since then, which accounts for the difference in the quality of teaching. The quality of teaching to support children with special educational needs is satisfactory.
39. Teachers plan carefully and provide an appropriate range of activities over time. Teachers' daily planning is clear and precise for literacy and numeracy, but the clarity of learning objectives for other activities, and particularly personal and social development, are less well developed. The arrangement and organisation of activities in the reception classes do not always meet the needs of the children; large proportions of time are spent in class situations which disrupt the free flow of activities and balance of child and teacher-initiated activity associated with an under fives curriculum. The school lacks a clear rationale for how provision for children under five is planned to ensure they achieve the national Desirable Learning Outcomes. It is not sufficiently clear in all documentation how the curriculum is changed for children needing to work towards the early stages of the National Curriculum. Staff plan the assessment well to accommodate the required assessment on entry to school and use this to group pupils later in the term. Support staff are sometimes inefficiently deployed during class sessions with too little direct interaction or involvement to support individuals or groups, or to make assessments of children's learning. Staff have good records of children's reading developments. They regularly assess and track children's learning and development. The school is aware that the early year's policy is due for review. The newly appointed co-ordinator for early years has had limited training, and lacks sufficient current knowledge of developments, in under-fives curriculum to lead development effectively. Some classroom assistants provide very good support to teachers and children.

70. ENGLISH, MATHEMATICS AND SCIENCE

70. English

40. The 1998 standard assessment test results at the end of the key stage show that the number of pupils reaching Level 2 or above was above the national average in comparison with all schools, and well

above the national average in comparison to similar schools. The number of pupils reaching Level 3 or above was close to the national average and well above in comparison with similar schools. Pupils' performance at Level 2 or above in writing was the same as in reading. At Level 3 or above their performance in writing was close to the national average, but well above the average in comparison with schools of a similar type. There has been significant improvement in the standards attained in English since the previous inspection. At that, time standards were below the national average in all aspects of English.

41. The introduction of the National Literacy Strategy together with the provision of a wide range of appropriate resources, the concentrated staff training programme, and the teachers' detailed planning, are all having a positive effect on pupils' learning and progress over time, which is good. In lessons pupils make good progress and a significant majority are predicted to achieve the targets set for them in English by the end of the academic year. In lessons pupils' standards of attainment are above national expectations.
42. By the end of the key stage pupils' standards attained in speaking and listening skills are above average and most pupils make good progress. This is a result of the organisational strategies adopted in the classroom where purposeful talk is encouraged. Pupils with special educational needs make sound progress in all age groups. In all classes pupils listen attentively to teachers' explanations, respond well to instructions, enjoy hearing stories, and listen to each other considerately when invited to share their work. Standards attained in speaking are well above average; pupils speak confidently in a wide range of situations; they express themselves increasingly clearly as they grow older; they explain the key features of their work and discuss matters of interest to them. Pupils whose communication skills are not well developed are always willing to contribute in lessons. The discussion at the beginning of the Literacy Hour about aspects of the shared text is helping pupils to use the correct terminology and to express their views accurately and succinctly. For example, in a Year 2 lesson when discussing the shared story, pupils spoke logically about its structure and offered explanations about the effective use of rhyming words. Similarly, at the end of a literacy lesson, Year 1 pupils confidently spoke to the class about the difficulties they had encountered in the guided-reading time. Pupils with special educational needs are encouraged to participate in discussions and to articulate a point of view. Drama is a good feature of the curriculum. However, opportunities for role-play are not fully exploited. Therefore, development of pupils' speaking skills to extend their ideas in imaginative situations are not exploited fully.
43. Reading standards are above the national average by the end of the key stage, with a small minority of pupils currently achieving higher levels. Pupils make good progress over time because of the range of opportunities provided to practise and consolidate reading skills both during the Literacy Hour and at other times. The use of 'Big Books' and group reading techniques is having a beneficial impact on pupils' reading progress. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress in their reading during the inspection. They use a range of strategies, such as picture and phonic cues, to read unfamiliar words. However, some rely heavily on sight cues. Most pupils recognise their errors and correct their mistakes. Pupils talk confidently about the plot, the main character and their favourite parts of a book. Their love of books and their enjoyment in reading are obvious as they speak enthusiastically of stories read at school and home. They enjoy discussing their preferences and talking about the books they have at home. Pupils predict and recall accurately important aspects of the story. By the end of the key stage, about three-quarters of the pupils read fluently and with expression. The home-school reading scheme is successful in supporting pupils' reading. They take books home regularly and records are maintained of pupils' progress. Information retrieval skills are being developed. Pupils explain the terms 'contents', 'index', 'glossary', and explain accurately the way a book is organised. There is an appropriate scheduled time for Year 2 classes to use the school library.
44. Writing standards by the end of the key stage are above the national average, and pupils of all abilities make good progress. Most pupils are becoming increasingly independent in their writing skills and are making every effort to spell the words they need without relying on adults. They use a dictionary well. By the end of the key stage about three-quarters of the pupils construct sentences correctly and use punctuation accurately, and the higher attaining pupils are beginning to extend their ideas in

simple narrative. Pupils carry out a variety of appropriately challenging writing tasks at the end of the key stage; these include stories, letter writing, retelling traditional tales, and completing stories. Although pupils demonstrate their vivid imaginations when talking about a variety of subjects, this talent is not always successfully transferred to their writing. One of the school's targets for the year is to improve the quality of pupils' imaginative writing skills. Pupils' handwriting becomes increasingly neat and well formed as they move through the school. By the end of the key stage, their writing is accurate and of a consistent size. Their work is well presented in all areas of the curriculum. Throughout the key stage, there is appropriate emphasis on consolidating skills in handwriting, spelling and punctuation. Skills are taught systematically. There has been an improvement in the way spelling is taught since the previous inspection. Pupils acquire good knowledge of individual letter sounds and blends of sounds. Letter sounds and spelling rules are taught in a meaningful context within the Literacy Hour, and pupils gain a clear understanding of how sounds make up words. There is clear evidence of pupils' progress from the early recognition of individual letters of the alphabet by sound to the word building work of Year 2 with three and four letter sounds blended together to complete words. There is satisfactory use of pupils' writing skills in mathematics and good use in information technology and religious education. However, there is insufficient use of their writing skills in science, art, and design and technology.

45. Pupils have a great enthusiasm for the subject and engage with interest in the range of learning opportunities presented to them during the Literacy Hour. They work with sustained concentration and behave well in lessons. Lessons where pupils read out their work to the whole class, are received with interest and respect. Pupils treat books well and most show an obvious pleasure in language and the effect it can produce. Pupils show a pride in their work and are happy to discuss and explain what they are doing.
46. The quality of teaching is good. The teachers are enthusiastic about the Literacy Hour and are working effectively in their year groups to ensure all the sections of the literacy strategy are taught well. They have sound subject knowledge and are confident at teaching English. The good teaching is associated with high expectations, good planning of a range of challenging and interesting activities, a brisk pace, well-focused teaching on aspects of text and grammar, and the use of judicious praise. Effective questioning techniques help to develop pupils' ideas and extend their thinking and vocabulary. There are examples of good practice in marking, with constructive comments encouraging pupils to improve, but there is not consistent practice throughout the school. Teachers keep good records about pupils' attainment and progress in reading, spelling and writing. In the guided reading records, they note the strategies pupils use, their response to the text, and the confidence of the reader. Pupils' phonic and spelling knowledge is assessed regularly and recorded systematically. Teachers maintain dated and appropriately annotated samples of pupils' written work to track their progress. The annual standard assessment test results are analysed for information about pupils' strengths and weaknesses and to inform future curriculum planning.
77. **Mathematics**
47. The results of the 1998 national tests at the end of Key Stage 1 indicate that the percentage of pupils reaching Level 2 and above, and the proportion exceeding the national averages by attaining Level 3, were well above the national average. In comparison with similar schools pupils' attainment was well above average overall. Analysis of test data since 1996 shows that overall progress in the subject has been good. Standards in mathematics have been consistently higher than the national average, with a very high peak in attainment in 1997. Pupils with special educational needs attain good standards for their previous attainment, and make good progress towards their own individual learning targets.
48. The findings of the current inspection confirm these levels of attainment and indicate a raising in standards since the previous inspection. At the end of Key Stage 1 pupils attain standards that are well above national averages. In lessons, at this early part of the term, pupils' standards are above national expectations. Year 2 pupils have a good understanding of number. They successfully explore number patterns as they investigate the sequences on a hundred square. They explain the value of digits in numbers with thousands, hundreds, tens and units and have a secure understanding of number tables.

They recognise halves and quarters and the higher attaining pupils have a very good understanding of simple equivalence of fractions. Most pupils know addition and subtraction facts up to and beyond 20. They have a good understanding of shape, space and measures. Most know the names of regular shapes such as rectangles, triangles, circles and pentagons and some know how to find their perimeters. Pupils' appreciation of position and movement is developed well as they investigate which shapes will tessellate and successfully use a mirror to demonstrate lines of symmetry in regular shapes. Pupils' understanding and use of mathematical terms such as 'more/less', 'lighter/heavier', and 'gram/kilogram' are promoted well by teachers' regular use of these words. Pupils are confident in presenting their work in a variety of ways, including block graphs and pie charts. Good use is made of information technology to present information and there are valuable opportunities for pupils to undertake relevant problem-solving activities. There is appropriate use of their speaking, listening and writing skills to discuss and record their answers to mathematical problems.

49. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress as they move through the school. They build steadily from their average skills on entry to the school to a high level of attainment. Pupils make good progress in nearly all of the lessons observed. Work on problem solving and investigation is represented in the work of the school and pupils have many opportunities to study mathematical patterns. As they move through the school, pupils are gradually introduced to more demanding work. As an example, younger pupils consolidate their understanding of numbers up to ten by counting and ordering numbers. They recognise the sequence of numbers including odds and evens, whilst older pupils estimate values of numbers, including thousands and hundreds. Pupils make good progress in their use of mathematical equipment to help them do their work. Literacy and numeracy skills are developed well through this subject.
50. Most pupils have good attitudes towards their work and are keen to learn. They listen carefully to the teacher's explanations and are eager to answer questions and make suggestions. They show interest and enjoyment in practical tasks and number games. Pupils maintain their concentration well. They have positive attitudes to learning, share equipment sensibly, and co-operate well in group activities.
51. The quality of teaching is good throughout the school. Teachers have a secure knowledge of the subject and planning is thorough. In all lessons teachers are clear about exactly what pupils are expected to learn. Teachers ensure their support staff are well briefed and well deployed during lessons. The teachers have realistic expectations of the lower attaining pupils, including those with special educational needs, and make appropriate provision for them. Teachers use lesson time effectively and make good use of resources to help pupils understand mathematical ideas in a practical context. Teachers' day-to-day assessment is effective and consistent and there is good, regular monitoring of planning and pupils' work. There have been significant improvements in planning and assessment for this subject since the last inspection.
82. **Science**
52. The results of the 1998 National Curriculum teacher assessments for pupils in Year 2 were in line with the national average for the number of pupils achieving the expected Level 2 and above. The number of pupils achieving the higher Level 3 was close to the national average. In comparison with those in similar schools nationally, the school's results were above. Inspection evidence suggests that the school is not sustaining these high levels of achievement at Level 3 in 1998. In 1999 no pupils in the school attained Level 3 by the end of Key Stage 1, and inspectors' scrutiny of pupils' previous work confirms the accuracy of teachers' assessment. Pupils did not achieve sufficiently well on the investigative science section of the national assessments. The school has identified this as an area to develop and lessons seen during the inspection contained a large investigative element. In lessons, pupils attain standards of attainment in line with national expectations. The school has largely maintained the standards from the previous inspection, where standards were in line with national averages. Inspection findings show that the quality of teaching is satisfactory and pupils, including those with special educational needs, make satisfactory progress in the acquisition of scientific knowledge and understanding.

53. Across the school, pupils make good use of their speaking and listening skills, but there is insufficient emphasis on applying their writing skills to support their work in science. There are too few opportunities for pupils to record their science work, explain through diagrams, charts and tables, and evaluate their findings. There are insufficient opportunities for pupils to use their writing skills and record their conclusions. For example, pupils explain carefully their predictions, often giving a reason why they think the height of a ramp will affect the speed the toy lorry will travel down it, but do not record their findings. Pupils are confident in explaining what they discovered from their investigation in a class discussions. There is some effective work in using numeracy skills, including non-standard and standard measurements to record their findings. However, the use of information technology is under-developed for handling scientific data.
54. In lessons, pupils make sound progress in investigative and experimental science. Year 2 pupils show confidence in making predictions; for example, in a lesson on ‘forces’ one pupil said, “If you make the lorry heavier it will travel further and faster.” By the end of Year 2 pupils do not demonstrate in their recording a thorough understanding of the importance of a ‘fair test’ when carrying out experiments. In addition, pupils’ work sheets do not always include a helpful reminder to consider this. Year 2 work builds effectively on Year 1 work looking at items, which can be pushed or pulled. Year 2 pupils understand that a force is exerted through ‘a push’ and the weight and speed of an object will alter the power of a travelling object, and predict that the heavier lorry will push a brick further. They have insufficient instructions to ensure each test is the same except for one variable.
55. Throughout the school, pupils have a sound understanding of life processes and living things. By the end of Year 2, pupils classify materials into appropriate categories, for example, natural and manufactured, living and non-living things. They understand the life-cycle of a number of creatures such as butterflies and frogs. They also confidently explain the cycle of growth and seed dispersal for a dandelion.
56. Pupils demonstrate sound attitudes to science. In lesson introductions they listen carefully, willingly offer their ideas, and answer the teacher’s questions. Pupils settle quickly to their tasks and work in small groups. However, they have few strategies for organising and working as a group and this slows the amount of progress they make and the effectiveness of their learning. Pupils relate well to their teachers and support staff.
57. The quality of teaching is satisfactory. Teachers show sound subject knowledge, which they pass on to pupils through clear explanations and demonstrations. However, lessons are not planned effectively to take into account the differing ability ranges in each class. Too often pupils are given the same recording sheet with limited extension tasks, and teachers do not clearly express higher expectations for higher attaining pupils, which leads to a lack of challenge for these pupils. Pupils with special educational needs and those for whom English is an additional language, are appropriately supported to ensure they learn as much as possible from their practical work. Staff make appropriate use of resources to stimulate pupils’ interest. For example, in a lesson on forces, a range of other surfaces was shown to pupils to engage their interest in further investigations. Teachers have good expectations for pupils’ explaining their scientific understanding, and this makes a strong contribution to the development of pupils’ speaking and listening skills. The over dependence on work sheets limits pupils’ use of their literacy skills to record and explain their findings. Teachers make regular assessments for each section of work completed, but do not make sufficient use of these assessments in planning future work, and currently do not plan sufficiently challenging work for higher attaining pupils.

88. **OTHER SUBJECTS OR COURSES**

88.

88. **Information technology**

58. By the end of Key Stage 1, pupils’ attainment is in line with national expectations. All pupils,

including those with special educational needs and those for whom English is an additional language, make sound progress throughout the school. Higher attainers are being extended sufficiently through more challenging tasks. Very good progress has been made since the last inspection in improving the quality of teaching and learning. Pupils now have appropriate support and work is more closely matched to their attainment.

59. By the end of Year 2, pupils confidently use computer programs to draft stories, poems and information. They correct any errors and carefully change the size of the text to suit their purpose. Most pupils produce and interpret a range of graphs successfully. They program a computerised toy correctly so that it moves forwards and backwards accurately and makes right-angled turns. They also use listening centres independently and make excellent use of the digital camera to record trips, visits, and activities across the curriculum. Pupils successfully draw pictures of houses using an art program. They change the colour and thickness of the marks made with confidence and fill in large areas of colour using the tools appropriately. There is good use of information technology across the curriculum. For example, there are good links with other areas of the curriculum, such as, the use of a 'mini-beasts' program and labelling parts of the body and plants in science, designing Christmas cards using an art program, and exploring multiplication and number patterns in mathematics. Numeracy and literacy skills are developed well using information technology.
60. All pupils display good attitudes and handle the computers with respect. They co-operate well in groups and work well individually. They take turns, enjoy their work, and show sustained concentration. All of this helps their attainment to improve and their rate of progress to be sustained.
61. The quality of teaching is satisfactory overall. Most of the information technology work during the inspection took place within the context of other subjects. Where teaching is most effective, pupils are highly motivated, learning objectives are clear, resources are appropriate, and computers are well used. Teaching is most effective where the teachers' own expertise and enthusiasm for information technology is used to develop pupils' knowledge and understanding of how it can be effectively used. Very good progress has been made in improving the long, medium and short-term planning. The co-ordinator provides very clear educational direction for this subject. Planning, teaching and learning are being effectively monitored. Assessment procedures are used systematically to monitor pupils' progress.
92. **Religious education**
62. By the end of the key stage, pupils' standards of attainment are in line with the expectations of the locally agreed syllabus. They successfully acquire the knowledge and understanding, the skills, and the attitudes identified in the syllabus. Pupils, including those with special educational needs, make sound progress in lessons and over time as they build successfully on previous learning. A judgement was not made in the last inspection about standards because no religious education was taught during the inspection and the evidence from other sources was limited. Consequently, it is not possible to make judgements about improvements in standards since the last inspection.
63. By the end of Key Stage 1, pupils develop an appropriate understanding of aspects of Christianity and Islam. Year 2 pupils gain knowledge of the importance of the symbols and artefacts used in some forms of Christian worship. For example, they understand the significance of the cross and the use of the chalice and paten in some church services. In the lessons, they handle religious artefacts with respect, recognising their importance to the followers of the faith. Pupils understand the importance of the main festivals of the religions studied, such as Easter, harvest, Christmas and Eid. They acquire some subject specific language and use it appropriately in discussions. Pupils demonstrate good recall of previous learning. Religious education contributes successfully to the development of pupils' literacy skills. For example, by the end of the key stage, pupils produce well-presented stories based on their religious education lessons and use drawings to illustrate certain points.
64. All pupils make sound progress. During their time in the school, pupils develop their knowledge and understanding of Christianity and Islam. They also develop appropriate attitudes, such as open-

mindedness and consideration of others. These not only enhance their learning, but also make a valuable contribution to pupils' social and moral skills. Pupils show positive attitudes to religious education. They are well motivated and respond readily to the tasks set. They are well behaved at all times.

65. The quality of teaching is good overall. Teachers organise their lesson well and ensure, all necessary resources are easily accessible. They give clear explanations and present information in interesting ways, which results in pupils being highly motivated and enjoying the subject. Thus pupils pay close attention to the work and effective learning and progress in pupils' knowledge and understanding are ensured. They generate and encourage class discussion effectively, giving a chance to all pupils who might wish to contribute. Through their sensitive approach, teachers help pupils gain an understanding that religion has a practical application in people's every day lives.
96. **Art**
66. Only two lessons in Year 1 were timetabled during the inspection. Teachers' plans for these lessons indicate secure subject knowledge and there is a clear reference to teaching skills and understanding of specific art vocabulary. In both of these lessons good teaching promotes positive attitudes from the pupils. They listen attentively to the teachers' instructions, watch demonstrations carefully, and sustain their concentration. This helps pupils to observe closely and notice detail, which they work hard to represent in their drawings of telephones. The quality of teaching is good in both lessons and pupils make good progress.
67. The work seen during the inspection is not representative of the range of past work provided by the school. Pupils' attainment evidenced by past work is below that expected of pupils of this age. Pupils' progress over time, including that of pupils with special educational needs and those for whom English is an additional language, is unsatisfactory. Standards in the subject are below those seen during the last inspection. There is no evidence of an appropriate curriculum focus on consistently developing pupils' skills and knowledge. Insufficient time is devoted to the subject to ensure pupils develop an appropriate range of skills over time. There is insufficient quantity of work from each class to demonstrate an appropriate range and balance of activities across the school. A good feature is the opportunity to make large scale three-dimensional animals where there is clear attention to quality and finish, which results in good representations of a penguin and a tiger. Often the work is too closely linked to the theme and becomes illustrative rather than designed to promote specific art skills and knowledge. There is too little emphasis on appreciating the work of other artists and insufficient emphasis on the multi-cultural dimension of the art curriculum. The opportunity for pupils to evaluate their work appears in teachers' planning, but there are missed opportunities for pupils to use their literacy skills in recording their thoughts. Displays are satisfactory and serve to brighten the internal environment. However, insufficient use is made of the visually-exciting school grounds to promote pupils' appreciation of colour, pattern and texture.
68. Progress in curriculum development since the last inspection is unsatisfactory. Identified shortcomings in the teaching of skills, links and use of artists' work have not been addressed. The regularity of art teaching was reported as erratic and strategies to effectively monitor this and the impact of teaching on attainment have not been addressed.
99. **Design and technology**
69. The school's provision for design and technology is unsatisfactory. This results in pupils, including those with special educational needs and those for whom English is an additional language, making unsatisfactory progress over time. Very little work was available during the period of the inspection. Consequently, there is insufficient evidence to make a judgement about the quality of teaching or pupils' response to the subject. The school provided a very limited selection of past work that

demonstrated insufficient emphasis and understanding of the design cycle. For example, there were few cases where pupils examined objects, planned or drew their own design, made the object, and then evaluated their work. There are significant missed opportunities to develop pupils' literacy skills, particularly in writing through recording and evaluating their work. In many instances, pupils' planning and recording is limited to completing a worksheet. For example, evidence from past work shows that pupils colour a pattern on a work sheet entitled 'design a telephone'. The work sheet uses a ring dial telephone with no indication that pupils are aware this is an old-fashioned model, or that any time was spent evaluating a range of new design such as modern touch-tone phones or mobile phones. This limits the exercise to simply colouring with little design and technology content. Better work is seen during the inspection where Year 1 children make musical instruments, such as shakers. There is attention to careful construction and finishing techniques, such as bandaging the plastic bottle so that it can be painted. Pupils take care over their work.

70. There is insufficient reference in teachers' past planning for the subject. Where it is included in the weekly planning, there is insufficient detail and reference to the specific skills, and knowledge pupils will be taught. In teachers' plans, provided for the week of the inspection week, design and technology appears in each plan. The quality of the current planning shows distinct improvement on previous plans, with clearer objectives and good reference to knowledge and skills, which will be learnt, particularly in Year 1.
71. Standards in the subject are below those seen during the last inspection and there has been insufficient progress. The narrow range of activities and its impact on pupils' progress identified in the last report has continued. Weaknesses in designing and evaluating have not been addressed, despite the introduction of a scheme of work.

102. **Geography**

72. Pupils' attainment by the end of the key stage is in line with expectations for pupils of this age. No judgement was made about pupils' attainment at the last inspection because there was insufficient evidence and, therefore, it is not possible to make a judgement about improvement in standards.
73. Year 2 pupils understand and use positional vocabulary such as 'behind' and 'in front' appropriately. They make sound progress in developing geographical skills. Year 2 pupils make imaginary maps of treasure islands, successfully marking significant features of the landscape such as mountains, woods and rivers. They read co-ordinates confidently and understand the points of a compass. Pupils understand the difference between 'plan' and 'side views'. They use maps and globes confidently to develop their understanding of where different countries are in the world. Pupils in Year 1 know the names of the four countries, which make up the British Isles, and their position in relation to each other. They develop a sense of where places are in their local area and draw a simple plan of the outside of the school. Pupils have an appropriate awareness of locations beyond their own immediate and familiar environment. For example, pupils in Year 2 speak of places they have visited on holiday such as Florida, Paris and Spain.
74. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress, particularly in the use of appropriate vocabulary and the ability to interpret maps. Pupils build on their previous knowledge successfully to understand new learning. They show their understanding by giving clear explanations of the topics they have studied or are studying.
75. Pupils' attitudes to geography are good throughout the school. They listen attentively, show an interest in the tasks presented, and co-operate well. Pupils are enthusiastic about participating in discussion and work with sustained concentration to complete tasks successfully.
76. The quality of teaching is satisfactory, with some examples of good teaching. Teachers encourage the

development of pupils' investigative skills through asking relevant questions and allowing pupils to find the answers. There is an appropriate balance between direct teaching and opportunities for pupil research. Teachers successfully hold the attention of pupils in whole-class discussions and use their time well to support and extend pupils' thinking when they record work. Their classroom management and organisation are good. Teachers' geographical knowledge is secure. They have high expectations and work at a brisk pace.

107. **History**

77. By the end of the key stage pupils' attainment is in line with expectations for pupils of this age. Pupils have a good knowledge and understanding of the sequence of important events and changes over time.

They use reference books to learn about characters and times in the past and are developing their skills of historical enquiry satisfactorily. The previous inspection team made no judgement about standards, there was insufficient evidence, history was not taught during the inspection. Consequently, it is not possible to make judgements about improvements in standards.

78. Year 2 pupils talk confidently about the past and present and old and new. Pupils increase their knowledge of the changing style of ships through the ages as part of their topic on pirates. They offer possible reasons for the type of construction of the ships and the importance of particular features, such as the oars on a Viking ship and the funnels on ships at the beginning of the century. A number of pupils correctly place pictures of these in sequential order. Pupils know the events of the ill-fated voyage of the Titanic and its connection with Southampton. They learn the skills of historical enquiry and begin to use the specific vocabulary of the subject. Pupils in Year 1 understand the significant contributions made by famous people in history, such as Louis Braille, and through their studies, show an understanding of why people were motivated to act as they did. They begin to distinguish between fact and fiction. Pupils use their speaking skills effectively in class discussions to explain happenings and ask relevant questions. All pupils, including those with special educational needs, make sound progress in lessons and over time

79. Pupils' attitudes to learning are good. They are interested in lives and events beyond their experience. They show enthusiasm for the subject, join in discussions willingly, listen attentively, work hard. and are well motivated in lessons. Pupils show good levels of concentration. Their behaviour makes a good contribution to their learning because they enjoy the subject and have a desire to learn more. Pupils with special educational needs are fully involved in lessons. Pupils listen well to instructions and explanations from teachers.

80. The quality of teaching is satisfactory, with several examples of good teaching. Lessons are well prepared, a good pace is maintained and an appropriate range of questioning strategies is employed to probe pupils' understanding. There is appropriate challenge to move pupils' thinking forward. Teachers have sound subject knowledge and plan well, clearly describing what pupils are expected to learn in the lessons. They organise interesting activities and resources which capture and sustain pupils' interest. Although teachers use the subject well to promote pupils' speaking and listening skills they do not exploit pupils' writing skills sufficiently.

111. **Music**

81. Pupils make good progress overall and achieve standards above those expected for their age. They make very good progress in lessons taken by the specialist music teacher. Pupils with special educational needs are well supported and they make good progress in lessons. All pupils attain standards above expectations for pupils of this age, with particular strengths in singing and composition work. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress over their time in school.

82. Year 2 pupils produce a good standard of composition work and develop a good understanding of

writing a musical score. Throughout the key stage, pupils play a wide range of percussion instruments to develop their understanding of rhythm, the speed the music goes, and the quality of sound. They learn to recognise instruments and are introduced to a range of music including music from other cultures. In Year 2 all pupils have the opportunity to learn the recorder. Year 1 pupils sing tunefully and expressively. They perform 'Little Red Hen' well, developing confidence in using parts of their bodies to make sounds to accompany their singing. For example, clapping their hands and tapping their knees to make different sounds during the song. They understand the difference between long and short sounds and pay special attention to how loud or soft a note should be when composing pieces of music. They listen attentively and actively to a variety of music, including Turkish music played. The good progress made, together with the high standards attained, are an improvement on the previous inspection, resulting from effective use of specialist teaching and support to teachers.

83. Pupils' attitudes to music are good. They respond positively to all activities in their music lessons. They enjoy singing, co-operate well, and try hard to sing known songs with expression. They listen attentively to music and respond well to teachers' questions. They work willingly and are keen to demonstrate their composition work.
84. The quality of teaching is good overall, with some very good teaching in class lessons taken by a music specialist. Teachers' planning is effective and clearly details what pupils are expected to learn in the lesson. Lessons are well prepared with well-chosen songs and good opportunities for composition. Teachers make good use of all available resources. Effective use is made of specialist provision to provide instruction for pupils and training for teachers. Class teachers are developing greater confidence from working with a music specialist and support the specialist music lessons by reinforcing the content in intervening weeks. This improves pupils' performance and helps them make faster progress and derive greater benefit from the specialist music lessons. Good musical education is provided on a regular basis. The school encourages outside musicians and former pupils to perform to the school pupils. Pupils perform at local events, including a festival. Music makes an effective contribution to pupils' spiritual, social and cultural development.

115. **Physical Education**

85. Pupils attain standards above expectations for their age. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress both in lessons and across the key stage. This is an improvement on the previous inspection due to improvement in the quality of teaching. All pupils are aware of the importance of warming up exercises before rigorous activity. They plan, perform and repeat a sequence they have practised and developed. They work out ways of moving over and under large apparatus in the hall and perform gymnastic activities which link floor and apparatus work. Pupils successfully throw and catch balls, beanbags and quoits. Pupils' vocabulary is extended well through the teachers' regular use of appropriate language specific to the subject.
86. Pupils' attitudes are good. They work hard, participate enthusiastically, and enjoy their physical education lessons. They work effectively together, behave well, and encourage one another. Pupils work hard during gymnastics lessons to improve the quality of their movements and they show respect for one another when appraising these.
87. The quality of teaching is good, with many strengths. There is appropriate attention to safety issues in lessons and teachers' management of pupils is effective. Their planning is good with clear identification of what pupils will learn during the lesson. This ensures that teachers are well prepared and the lessons run at a brisk pace. Teachers have high expectations of learning and behaviour, which help pupils to concentrate on their task and improve their skills. This in turn aids their progress and performance. The quality of teacher demonstration and their interaction with pupils in dance and gymnastics lessons are a strength of the teaching. Teachers place a strong focus on the evaluation of performance and promote it well through discussion and watching performances by groups and individual pupils. This encourages all pupils to try hard and to improve the quality of their

movements. In dance pupils are provided with good opportunities to respond to music, and to explore moods and feelings. Teachers assess pupils' progress informally during the lessons. The school provides opportunities, through a dance club, for pupils to take part in a range of dance styles, including Maypole, country dancing, disco and traditional Turkish dancing. There is good use of specialist provision for pupils to learn short tennis.

118. **PART C: INSPECTION DATA**

118.

118. **SUMMARY OF INSPECTION EVIDENCE**

- The school was inspected for a total of 12 inspector days by four inspectors
- Forty-two lessons or parts of lessons were observed, totalling 28 hours and 20 minutes
- Additional time was spent talking with pupils, observing them at play, and looking at their work
- A selection of pupils from each class were heard reading.
- Samples of pupils' work from all classes were scrutinised
- Governors, staff and curriculum co-ordinators were interviewed
- Past and current policies and all available schemes of work were examined
- Discussions were held with pupils, governors and parents during the inspection
- Teachers' records and plans were scrutinised
- Assemblies were attended
- A range of documentation and information supplied by the school was studied
- Attendance registers, pupils' records and reports were examined
- The school's budget and financial records were scrutinised
- A pre-inspection meeting for parents was held, which eight attended
- Fifty-nine completed questionnaires and parents' comments were analysed
- Lunch-times, playtimes, the beginning and end of school were observed
- The school accommodation and resources were evaluated.

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· **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 – Y2	153	0	56	28

· **Teachers and classes**

· **Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent):	7
Number of pupils per qualified teacher:	25

· **Education support staff (YR – Y2)**

Total number of education support staff:	7
Total aggregate hours worked each week:	115

· **Financial data**

Financial year:	1998
	£
Total Income	340997.00
Total Expenditure	339699.00
Expenditure per pupil	1846.19
Balance brought forward from previous year	6630.00
Balance carried forward to next year	7928.00

PARENTAL SURVEY

Number of questionnaires sent out: 191
 Number of questionnaires returned: 59

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	20	59	14	7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	34	57	2	7	0
The school handles complaints from parents well	13	53	23	9	2
The school gives me a clear understanding of what is taught	14	55	17	14	0
The school keeps me well informed about my child(ren)'s progress	25	47	18	8	2
The school enables my child(ren) to achieve a good standard of work	34	53	8	5	0
The school encourages children to get involved in more than just their daily lessons	24	49	25	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	56	10	5	0
The school's values and attitudes have a positive effect on my child(ren)	29	57	9	5	0
The school achieves high standards of good behaviour	28	59	8	3	2
My child(ren) like(s) their school	48	45	2	3	2

Other issues raised by parents

Eight parents attended the meeting with the registered inspector before the inspection and 59 parents returned questionnaires. Inspectors' judgements support the parents' positive views expressed through the questionnaires, at the parents' meeting, and in discussions during the week. Inspection evidence also supports some of the negative views of some parents, for example, some narrowing of the curriculum as insufficient time and emphasis is given to the development of art and design technology. Inspectors found insufficient emphasis placed on planning for different ability groups resulting in a lack of challenge for higher attaining pupils except in English, mathematics and information technology. Overall the information parents received is satisfactory.