

INSPECTION REPORT

Queenswell Infant School

Whetstone

LEA area: Barnet

Unique Reference Number: 101312

Headteacher: Ms Christine Rayner

Reporting inspector: Mrs Wendy Jory

Dates of inspection: 11 – 15 October 1999

Under OFSTED contract number: 706574

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| Type of control: | Community |
| Age range of pupils: | 3 to 7 |
| Gender of pupils: | Mixed |
| School address: | Sweets Way Whetstone London N20 0NQ |
| Telephone number: | 0181 445 0524 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs Brenda Sandford |
| Date of previous inspection: | 15 – 19 January 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|-----------------------------|--|---|
| Wendy Jory, RgI | Science Art | Attainment and progress Teaching Leadership and management Efficiency Attendance |
| William Cook, Lay Inspector | N/A | Support, guidance and pupils' welfare Partnership with parents and the community Provision for pupils for whom English is an additional language. |
| Margaret Lygoe | English Design and technology Geography History Special educational needs Religious education | |
| Val Ives | Music | Attitudes, behaviour and personal development Spiritual, moral, social and cultural development |
| Clive Lewis | Under fives Mathematics Information technology Physical education Equal opportunities | Curriculum and assessment Staffing, accommodation and learning resources |

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MAIN FINDINGS

What the school does well

- The overall leadership of the school is very good and the headteacher shows strength of vision, commitment and purpose. She is well supported by the deputy, governing body and the staff. The management of the school is good.
- Pupils are exceeding what is expected for their age in science, information technology and art.
- Children make good progress in the nursery.
- Levels of attendance are good.
- There is a broad, balanced curriculum for all pupils and for Key Stage 1, it is enriched by a very good range of lunch-time and after school activities.
- There is good quality provision for children under five in the nursery and reception classes, including effective teaching.
- There are effective procedures for assessing progress, particularly in Key Stage 1.
- The provision for spiritual, moral social and cultural development is good overall.
- Provision for pupils' support, guidance, welfare, health and safety is good.
- The planning of the school's development is very thorough.
- The school makes effective use of the financial resources allocated to it.
- There is very good financial control of all funds.
- The school communicates effectively with parents and links with the community significantly enhance the quality of education provided.

Where the school has weaknesses

- I. The provision for religious education is unsatisfactory.
- II. In Key Stage 1, a significant minority of weaknesses in teaching hinder pupils' rate of progress and the development of good attitudes to learning.

The strengths of the school far outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to the parents or guardians of the pupils of the school.

How the school has improved since the last inspection

The improvement since the last inspection is good. The school has overcome all the weaknesses identified in the last inspection report. In particular, standards have generally been maintained with steady improvement in the number of pupils reaching the expected levels in English, mathematics and science and good improvement in information technology. Standards have not been maintained in religious education because, since the last inspection, the locally Agreed Syllabus has been introduced which states new expectations. The school has not yet addressed these. The co-ordinators are strong in their roles, the library has been established, there is good curriculum provision, assessment procedures are very good, there is a good range of learning resources and the safety issues raised have been dealt with. The present provision is good and the school is well placed for continued improvement.

Standards in subjects

The 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 |
|----------------|---------------------------|-------------------------------|---|
| Reading | C | D | <i>well above average</i> A <i>above average</i> B <i>average</i> C |

| | | |
|-------------|---|---|
| Writing | C | C |
| Mathematics | B | B |

| | |
|---------------------------|----------|
| <i>below average</i> | <i>D</i> |
| <i>well below average</i> | <i>E</i> |

A significant number of children enter the nursery with learning skills and experiences below average. The number of pupils with English as a second language is above the average for infant schools. Children under five make good progress and generally meet the standards expected by the time they are five. Standards in the 1998 tests at seven are generally close to the national average. In mathematics, the number of pupils exceeding the expected level was well above the national average. During that year there were a significant number of pupils with special educational needs. In 1999 the results show further improvement in English, mathematics and science. Attainment in information technology is above what is found nationally by the end of Key Stage 1. Attainment in religious education is below what might be expected. In art, pupils make good progress and in all other subjects, satisfactory progress. Pupils with special educational needs and those whose first language is not English make satisfactory progress.

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• **Quality of teaching**

| Teaching in: | Under 5 | 5 – 7 years |
|------------------------|---------|--------------|
| English | Good | Satisfactory |
| Mathematics | Good | Satisfactory |
| Science | | Satisfactory |
| Information Technology | | Good |
| Religious education | | Satisfactory |
| Other subjects | | Satisfactory |

The teaching of under fives is a strength in the school. In 96 percent of lessons teaching was satisfactory and 68 percent was good or very good. In Key Stage 1, 93 percent of lessons were satisfactory or better and 24 percent was good or very good. At the time of the inspection there were three new teachers in the school. While teaching overall in Key Stage 1 is satisfactory, in a significant number of lessons pupils are not managed effectively, particularly when they are working without direct supervision. This means that the quality of their work deteriorates.

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 | Pupils' behaviour, overall, is satisfactory. In lessons a significant minority are noisy and have limited powers of concentration. |
| Attendance | The rate of attendance is above average for an infant school. It has improved significantly over the past two years. |
| Ethos* | The ethos of the school is sound overall. The climate for learning in a few classes does not reflect the commitment to high standards of the senior management. |
| Leadership and management | The headteacher and deputy provide very good leadership and there are effective management systems in place. The governing body actively supports the school to work towards continual improvement in the provision. |
| Curriculum | The curriculum for under fives and Key Stage 1 is good. It is enriched by the additional clubs, the educational visits, the visitors to the school and the provision for homework. The provision for equality of opportunity is good. The provision for religious education is unsatisfactory. |

| | |
|---------------------------------------|---|
| Pupils with special educational needs | The provision is good and pupils benefit from early identification of need. |
|---------------------------------------|---|

| | |
|---|---|
| Spiritual, moral, social and cultural development | The provision is good, particularly for the moral, social and cultural development of pupils. Spiritual development is sound. |
| Staffing, resources and accommodation | There are appropriate numbers of well-trained teachers and support staff and a good level of resources for learning. The accommodation presents many difficulties. However the school ensure that it is safe and provides an attractive learning environment. |
| Value for money | The school offers sound added value for money in terms of its provision and the progress made by pupils. |

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

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The parents' views of the school

| What most parents like about the school | What some parents are not happy about |
|---|--|
| III. The pupils make good progress and there is very effective support for pupils with special educational needs. IV. They have excellent weekly news letters. V. The moral teaching is good and children are encouraged to do their best. VI. The staff are caring and helpful and always ready to discuss the children's progress. VII. They feel welcome in the school and there are ample opportunities to help, use the parents' room or work in the PTA. VIII. The parent assemblies which are done well. IX. The improvement in the managing of behaviour. | X. The new format for the end of year report on XI. The disruptive behaviour in some classes. |

The inspectors generally agree with the parents' positive views of the school. The pupils in a few classes are not firmly managed leading to loss of time and persistent reference to behaviour. There are references to this aspect in the report and in the issues for action. The headteacher is aware of the problem and is supporting the staff. She is also aware of the parents' views regarding the end of year reports and is taking action to change it.

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KEY ISSUES FOR ACTION

The headteacher, staff and governors should take steps to:-

XII. Raise standards in religious education by teaching a programme of work which meets the requirements of the locally Agreed Syllabus and supporting the staff to increase their confidence when teaching the subject. (paragraphs. 7, 14, 106, 107, 110)

XIII. Improve the variable rates of pupils' progress in Key Stage 1 by:

- ensuring that teachers are consistent in developing pupils' attitudes to learning, to include concentration, perseverance and the ability to work quietly when not directly supervised;
- provide support and training for teachers on the skills of classroom organisation and in particular that of managing groups;
- further monitor and support teaching, in particular that of new staff, in order to ensure that it is of consistently good quality;

- further support teachers, particularly new staff, in the skills of managing unacceptable behaviour.
(Paragraphs 9, 10, 11, 12, 17, 22, 28, 30, 77, 87, 92, 94, 97, 99, 104, 113, 124, 140)

Other less significant weaknesses that the school and governors should attend to are:-

- the update of the governors' report to parents to include information about attendance, unauthorised absence, the inservice training arrangements for staff and the access for disabled pupils. (Paragraph 49]
- ensure that collective worship provides appropriate time for prayer or reflection. (Paragraphs 40 & 60)

INTRODUCTION

• Characteristics of the school

1. Queenswell Infant School is a three form entry school with 224 pupils on roll plus a 39 place nursery where 78 children attend part-time. There is an equal number of boys and girls. The school is located in Whetstone in the London Borough of Barnet. It mainly serves the local community and families come from variable cultural and social backgrounds and live in private, council and army housing. The number of pupils for whom English is a second language [24 percent] is above the national average as is the 32.59 percent of pupils identified as having special educational needs. Twenty seven percent of pupils are from families of various ethnic minority. The main languages spoken, other than English, are Gujarati, Greek, Arabic and Turkish. Fifteen percent receive free school meals, which is broadly average. Overall, pupils reflect the whole range of attainment on entry to the school but this is average overall. Children who are five years old between September and April are admitted to the reception classes in September. Those who are five between May and August are admitted in January. At the time of the inspectors' visit only 9 pupils out of the three reception classes were five. The average class size is 24.9 which is in keeping with the national average. There has been little change in the social mix of pupils since the last inspection. However, since Queenswell is the only non-denominational school in the area, it frequently loses some of its nursery children to the church schools when they become five. The school became three form entry in 1997 and it is fully subscribed.
2. The school aims to promote high standards, to provide a wide range of learning experience, provide equality of opportunity, to ensure that no prejudices or racism are tolerated, to foster respect for others and the world in which we live and to encourage independence and self-motivation. The school development plan shows that priorities stem from these aims. The main curriculum priorities at present are information technology and numeracy. Other recent developments have focussed on improving behaviour and establishing a home-school agreement pact and creating a policy for equality of opportunity with structured guidelines for teaching. There is an ongoing aim to maintain the temporary buildings to a safe standard and at the same time persist with applications for new accommodation.

2. **Key indicators**

3. **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 | 45 | 36 | 81 |

| 3. National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or Above | Boys | 33 | 37 | 39 |
| | Girls | 30 | 29 | 27 |
| | Total | 63 | 66 | 66 |
| Percentage at NC Level 2 or above | School | 80 (86) | 84 (73) | 84 (96) |
| | National | 80 (80) | 81 (79) | 84 (84) |

| 3. Teacher Assessments | | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or Above | Boys | 33 | 39 | 38 |
| | Girls | 26 | 28 | 28 |
| | Total | 59 | 67 | 66 |
| Percentage at NC Level 2 or above | School | 75 (86) | 85 (96) | 84 (96) |
| | National | 81 (80) | 85 (84) | 86 (85) |

4. **Attendance**

| | | | |
|---|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year: | | | % |
| | Authorised | School | 6.0 |
| | Absence | National comparative data | 5.7 |
| | Unauthorised | School | 0.3 |
| | Absence | National comparative data | 0.5 |

4.

5. **Exclusions**

| | | |
|--|--------------|--------|
| Number of exclusions of pupils (of statutory school age) during the previous year: | | Number |
| | Fixed period | 2 |
| | Permanent | 0 |

6. **Quality of teaching**

| | | |
|---|------------------------|----|
| Percentage of teaching observed which is: | | % |
| | Very good or better | 14 |
| | Satisfactory or better | 94 |
| | Less than satisfactory | 6 |

6.

1

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

6. PART A: ASPECTS OF THE SCHOOL

6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

6. Attainment and progress

4. The previous inspection stated that the standards of children under five ranged from very good to unsatisfactory but were generally sound and at Key Stage 1 standards were predominantly sound with a small number being unsatisfactory. In the tests at seven, pupils' attainment was in line with national averages. Standards were seen to be sound or good in most other subjects except information technology which was unsatisfactory. Since then standards have fluctuated in the core subjects, English, mathematics and science, with a dip in 1998 but with increasing numbers of pupils obtaining the expected levels by the age of seven in 1999. The school provides evidence of a significant number of pupils with special educational needs in 1998 which affected their reading and writing skills and consequent attainment. Pupils are now attaining above average in information technology. Overall standards in the school are satisfactory with the exception of religious education where they do not meet the requirements of the locally Agreed Syllabus.
5. Children enter the nursery with variable levels of attainment. While a significant number are well below average, a similar number are above. The number of pupils for whom English is an additional language reflects the percentage of the whole school. Overall, attainment is broadly average for three-year-olds. By the time they are of compulsory school age, the attainment of children under five years meets the national desirable learning outcomes in all areas of learning. These are personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. Children make good progress in the nursery and reception classes and gain appropriate knowledge, skills and understanding in all areas for them to start the National Curriculum confidently. This is because the provision for the early years is good, the teaching in the nursery is always good or very good and the teaching in the reception classes is generally of good quality. The results of the base-line assessments taken on entry to the reception classes confirm that children make good progress overall in the nursery. No significant differences were seen in the attainment of boys and girls and children with little spoken English are effectively supported. The staff use their assessment procedures to identify learning difficulties quickly and provide appropriate activities to meet the needs of individuals.
6. Taking the three years 1996 to 1998 together, the overall performance of pupils by the time they leave the school is close to the national average in reading and writing and above in mathematics. In 1998, when comparing results with similar schools, results in reading are below average, in writing the results are close to the average and in mathematics above average. In science, the teacher assessments show that percentage of pupils attaining the expected level falls below the national average as well as the average of similar schools. However, the percentage exceeding the expected level is in line with the national average and above that of similar schools. During that year there were a significant minority of pupils with special educational needs. Furthermore, 27 percent of the cohort joined the school in Year 2 and had less than three terms in the school. The 1999 results show an improvement in all three subjects particularly in the percentage attaining Level 3 in writing and the percentage attaining the expected level in science. The local authority analysis for the school shows that the number of pupils reaching the expected levels is in line with the average results for schools in Barnet and slightly above most of the similar schools in the local area. The school has usefully analysed results to show that slightly more girls than boys attain higher in writing and reading but that the difference was less than in 1996. The school has responded to this and arranged further training in the teaching of these areas. Analysis of the results of pupils for whom English is an additional language shows that their attainment is broadly similar to the other pupils in the cohort.
7. At Key Stage 1, the current inspection finds that attainment in English is in line with levels expected nationally. In speaking and listening standards overall are similar to those expected nationally. Standards in speaking are good. Most pupils speak confidently and many Year 2 pupils express their ideas clearly using a breadth of vocabulary. Listening skills are generally satisfactory but often pupils do

not listen with sufficient care especially when are not managed effectively. Standards in reading are in line with national expectations and progress is satisfactory overall. Progress is good when the teaching has clear outcomes for learning and the texts used are carefully matched to pupils' development. In writing, standards are in line with what is expected nationally and by the end of the year most pupils will be writing well sequenced stories. Progress is satisfactory overall, but the rate of progress is slower in Year 1, mainly because the teaching of writing lacks a progressive structure and relies too heavily on the premise, 'Have a go.' Handwriting is often of poor quality and the school recognises this and improvement is planned. Pupils with special educational needs make satisfactory progress in relation to their targets. Pupils for whom English is an additional language make satisfactory progress because teachers and assistants ensure that they are supported.

8. Current standards in mathematics are in line with levels expected nationally. The introduction of the National Numeracy Strategy is successfully ensuring progress during mental and oral activities. The majority of Year 2 pupils are competent with numbers when adding money and have a good knowledge of shape, space and measures using correct vocabulary. They can present data in various forms including block graphs and Venn diagrams. They tackle problems with enthusiasm. Progress is satisfactory overall and is good where the teaching is most effective. Pupils with special educational needs make satisfactory progress in relation to their targets and previous learning. Pupils for whom English is an additional language make satisfactory progress.
9. In science standards of attainment are improving because teachers are becoming more confident with the subject, particularly in the management of experiments. A significant number of pupils are attaining above average and most of the pupils will reach the expected level or above by the end of Year 2. A good foundation is provided in the early years where children learn about life-cycles of frogs and butterflies and do many experiments about growth. The good programme of work in Key Stage 1 ensures that pupils build on their observational skills and make increasingly sensible predictions as they experiment with materials, investigate sound, electricity, magnetism and forces. They have a good knowledge of life and living things by the end of the key stage. They learn the correct scientific vocabulary quickly. The presentation of their findings, which is by way of diagrams, charts and drawings, is often poor. All pupils make at least satisfactory progress and where the teaching is effective and pupils are well managed the progress is good.
10. Standards of attainment in information technology are above average. This is an improvement since the last inspection. The school has given priority to the subject, staff are confident as the result of training and the structured scheme of work provides clear guidance for teaching. By the end of the key stage, pupils show strengths in using lap-tops to input writing directly and can carry out simple word processing. They can transfer their writing to the class computer for editing and printing. They can use CD-ROMs to find information as well as many programmes to support other areas of the curriculum. Control technology begins in the reception class where pupils were seen directing the turtle and learning to estimate appropriate instructions and by the end of Year 2 pupils are competent and confident. Progress is good over time and in most lessons pupils are seen to be making progress because they work with effort and concentration. Pupils with special educational needs and those for whom English is an additional language make similar progress to other pupils.
11. In religious education attainment is below that expected by the locally Agreed Syllabus because as yet the syllabus is not being taught to pupils and the present content does not provide for progression in learning or full coverage of content. The school is aware of this and the development plan identifies the target for improvement.
12. In art pupils make good progress because they have a wide range of opportunities to observe, design and create and are learning the skills in a structured way, using a variety of media. They are gaining knowledge of famous artists and the styles of their work In all other subjects, design and technology, history, geography, music and physical education, pupils make sound progress. Literacy, numeracy and information technology are generally used well to support other areas of the curriculum.
13. Factors which affect attainment and progress in the school are the number of pupils with special

educational needs and those whose first language is not English. Both groups are well supported and make satisfactory progress. A further factor is the mobility of families living in the army accommodation. A significant number of pupils do not have the advantage of the school's nursery provision and a significant minority join the school in Years 1 or 2.

14. Progress is sound overall and satisfactory progress is made in almost all subjects. However, the rate of progress made by pupils in Key Stage 1 varies because the quality of teaching and the expectations for effort, and the degree of pupils' concentration are inconsistent. Pupils aged five in the reception classes are sometimes given tasks which do not sufficiently challenge them and do not lead to good progress. Examples were seen in numeracy and literacy. In Year 1, similarly, some pupils are given low level tasks while the teacher works with other groups. Examples were seen in science. During the inspection, pupils in Key Stage 1 made good progress in approximately 20 percent of the lessons and unsatisfactory progress in seven percent. In all other lessons progress was satisfactory. Pupils make good progress when they are managed effectively, the work is challenging and time is well used. In Year 1 lessons, the pace is often slow because pupils are not effectively managed and progress deteriorates. In the Year 2 classes, the rate of progress accelerates. In most classes, teachers allow a high level of chatter when pupils are working independently and there is little sense of urgency to achieve, to do one's best or to finish. These factors hinder the progress over time particularly in the presentation of work, writing skills, accuracy and the development of good learning attitudes.
15. The school has carefully analysed the test results and the end-of-year assessments of learning and set targets for each pupil. In Year 2, in view of the high number of pupils with special educational needs, the targets present a challenge to achieve by May of next year, particularly in English. The good work of the school to put in place schemes of work, effective assessment procedures, and useful monitoring procedures, is effectively supporting improvements in standards. Similarly, the implementation of the literacy and numeracy strategies is supporting some improved teaching methods. However, further work related to the organisation and management of groups is required to support more effective teaching in several classes.
16. The school positively promotes equality of opportunity. There is a detailed scheme of work in place and timetabled equal opportunity lessons. Pupils with special educational needs are well provided for. Although they often attain below average standards they are making good progress towards the targets set for them. The progress of pupils in the nursery is good and in Key Stage 1, pupils with special educational needs make satisfactory progress overall, in most subjects. Pupils whose first language is not English make satisfactory progress overall and often good progress. Staff speak clearly to them, involve them well in discussions and make good use of visual materials to support understanding.
17. Governors and parents are now more informed about the curriculum which is also having a positive effect on improving standards, for example the Pact and Impact schemes for homework with parental involvement. The headteacher, deputy, team-leaders and governors are committed to raising standards and the capacity for improvement is good.

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

18. Pupils' attitudes to learning vary significantly throughout the school. They are good in the under-five's nursery and reception classes and generally satisfactory in Key Stage 1. Children under-five settle well into school routines. They are eager to take part in lessons, show confidence when making choices and are able to sustain involvement in activities in order to complete a task.
19. In Key Stage 1, pupils are generally interested in their lessons and are often excited by the content; for example, in some science lessons when they carry out experiments and observe changes in materials. They are eager to answer questions and generally listen with concentration during whole class sessions. Some good examples are in literacy lessons in Year 2. Very good attitudes are being developed in dance in reception, where pupils respond well to the teacher, listen attentively, stop immediately when required

and try their best to improve the quality of their movements. In the majority of lessons pupils settle well to work and try to do all that the teachers ask of them but when working at tasks concentration spans are very variable. Pupils are easily distracted and often waste time by chatter. In a significant minority of cases, attitudes are unsatisfactory. These are directly linked to the quality of teaching. Pupils are uncooperative, do not listen carefully to their teacher, call out during lessons and are unable to concentrate for reasonable periods of time. The majority of pupils treat living things, property and the environment with care. There is no litter or graffiti.

20. Pupils' behaviour is satisfactory, overall. Parents agreed that the school promotes positive behaviour. However, a small number of parents expressed concern about the behaviour of a few disruptive pupils in some classes. The school has initiated many projects to reinforce positive behaviour because there is a significant minority of challenging pupils in the school. These include a 'Happy Book', in which pupils names are added and shared in a weekly sharing assembly time, jars to be filled with cubes and when full the class receive a reward, stickers and smiley faces. Appropriately planned personal, social and health education sessions allow pupils to reflect on their behaviour and to consider and question their actions and responses. Additional support is also funded to help pupils with behaviour difficulties during some lessons. However, there are times when not all staff effectively address small incidents of inappropriate behaviour. A few spend an undue amount of time positively managing discipline. There are inconsistencies in the application of procedures, which often results in noisy and restless pupils. Pupils know the school rules that are displayed in each classroom. The incidence of misbehaviour, including bullying, is low which is an improvement directly resulting from the good procedures promoted by the school. There have been two exclusions in the last three years, both relating to the same pupil. Behaviour in the playground is well supervised and generally good.
21. Relationships between pupils and adults are satisfactory with most pupils keen to share their work with peers and adults. They are generally kind to each other in the classrooms and by the end of the key stage they are forming positive friendships. They play happily in the play-ground and both in the classrooms and around the school there is racial harmony among all pupils. Pupils are valued. There are a number of opportunities for them to articulate their views in class including discussion periods about moral and social issues. Pupils generally listen to each other especially when the sessions are well managed by the teacher. Parents have been appropriately involved in signing a home-school agreement concerning school rules and sanctions and the school has received a positive response. The personal development of pupils is satisfactory. They enjoy visits to the theatre, art galleries and places of worship gaining confidence during their experiences. Pupils perform a range of monitoring duties with increasing confidence, such as being 'play buddies' at lunchtime. Older pupils put out the play equipment, help younger pupils to use it and put it away when finished. There is litter and leaf patrol and certain pupils are responsible for taking registers to the office and setting out chairs for assembly. These duties are carried out happily and sensibly.

24. **Attendance**

22. Attendance in school is good, being improved over the previous two years. While in 1997 the figure dropped to 90.3, attendance for the most recent reporting year was 93.7 percent which is above the average for an infant school. Performance in this current year indicates further progress towards the school target of 95 percent. The rate of unauthorised absences of 0.3 percent in 1998 is also an improvement.
23. Pupils generally arrive in school on time and there is a reducing incidence of lateness at the beginning of the day. There is however a tendency for classes, after resumption of school at lunchtime, to be late in starting. This is a result of the time required to line up and walk to classrooms at the extreme end of school buildings, furthest from the playground.
24. Lessons commence immediately upon completion of registration in all classes.

27.

27. QUALITY OF EDUCATION PROVIDED

27. Teaching

25. The last report stated that teaching ranged from very good to unsatisfactory but the majority was good. At the present time the quality of teaching overall, is satisfactory but while it is good in the classes for early years, there are a few significant weakness in Key Stage 1 which affect pupils' progress and attitudes to learning. Of the 86 lessons or parts of lessons observed, 94 percent was satisfactory or better. Thirty-eight percent was good or very good. In the nursery and reception classes, teaching was satisfactory or better in 93 percent of lessons and 68 percent was good or very good. In Key Stage 1, teaching was satisfactory or better in 93 percent of lessons and 24 percent was good or very good. At present the management recognises the need to support one class fully and in almost all lessons during the inspection visit, those pupils were taught by two teachers ensuring that the quality was generally satisfactory.
26. The quality of teaching for children under five is good overall with some very good features. These include the teachers' knowledge and understanding of how young children learn and their needs, clear objectives for lessons, effective strategies for control and good use of time and resources. Planning adheres closely to the national Desirable Learning Outcomes and regular assessments are made to inform daily planning. Teaching and learning are enhanced by the good deployment of nursery nurses and classroom assistants and generally time is effectively used. Children are encouraged from their earliest time in school to be independent, to listen and to respond appropriately to instructions, and this has a positive effect on their personal and social development. There is a calm, purposeful atmosphere in most of the classrooms which is promoting good learning habits. In all areas of learning the activities are carefully planned to build on children's skills and understanding with clear learning outcomes. Examples of effective structured teaching occur in literacy and mathematics in both the nursery and in some reception classes. In these lessons teachers worked closely with groups of children and developing their understanding and moving them forward. In the reception classes there are a few instances when the assessment of progress is not sufficiently accurate resulting in some unchallenging activities. An instance occurred in mathematics when the class was working at the same level as a group of children in the nursery. The more able children could clearly have achieved more. In the small amount of unsatisfactory teaching in a reception class, insufficient planning led to an unstructured lesson providing limited opportunities for progress.
27. In Key Stage 1, teachers work hard to ensure that classrooms are stimulating learning environments. They include interesting areas with a full range of activities to support development including imaginative play, construction opportunities, sand trays, painting areas, computer stations and equipment for listening to taped stories and rhymes. Staff are warm and encouraging to pupils. They prepare lessons with a good range of resources to interest pupils and provide first hand experience and overall, resources are used well. Often good explanations, effective questioning and interesting content excite pupils, probe their thinking and help them to build on their knowledge. Such lessons occur in science, geography and mathematics where teachers also show good subject knowledge and confidence when teaching. The pattern of the literacy hour is used effectively for several subjects. Then the aims of lessons are usually explained clearly, whole class sessions are managed well with brisk pace and a plenary provides a useful conclusion and reinforcement of learning. Teachers' planning and provision generally enables equality of access and opportunity. In the majority of classes, activities are closely matched to pupils' ability and provide sufficient challenge to extend learning. However, in science and literacy lessons there are several instances when low level work is given to some groups while the staff work with others on more challenging tasks. While the majority of teaching is satisfactory overall, many of the lessons lack those elements which promote good progress. The weekly plan indicates the general outcomes for learning but, particularly for the less experienced teachers, daily planning for many lessons is flimsy. In a significant minority of whole class sessions, because the management of pupils is not secure, time is wasted responding to calling out and fidgeting and lack of attention. Teachers make frequent use of positive praise and often this is to good effect. In a few classes, strategies for the good

management and control of pupils are limited. The organisation of pupils into groups often takes a significant amount of time during which pupils become restless and noisy and then take time to settle down to tasks. In several lessons, the quality of learning during group activities deteriorates when pupils are not closely supervised. Generally, teachers do not set time-scales for completion of work or communicate and insist on high expectations for effort and quiet working. There is often a high noise level from chatter and limited concentration; time is wasted without comment from the staff. In a few instances, for example music and religious education, the quality of teaching was hindered by the lack of subject knowledge but generally teachers have sound knowledge and provide a breadth of content. Knowledge of subject matter is enhancing teachers' confidence, particularly in subjects where staff have had recent training, for example, in information technology, science and numeracy. Where teaching is unsatisfactory, lessons featured some or most of these weaknesses and pupils made limited progress. In religious education, in a few classes there is limited breadth for learning because the content offers no challenge.

28. The teaching of pupils with special educational needs is good. During the inspection the overall teaching support was somewhat diluted because the co-ordinator for special educational needs was not available. All teaching takes place in the classrooms and teachers and classroom assistants plan closely with the class teachers. Tasks are well matched to meet the needs of pupils and teaching methods are effective. The teaching of pupils for whom English is an additional language is satisfactory overall, and often good. Teachers ensure that 'these pupils' have equal access to the curriculum and in almost all classes are careful to involve them well in the discussions. They help them to respond by careful questioning. They make explanations and practical demonstrations clear to assist pupils' understanding. This is another example of effective use of resources, particularly by the more experienced staff. Some pupils with English as an additional language receive support from a bi-lingual support assistant. It was not possible to observe this but documents indicate that the support is closely linked to the class-teacher's planning.

29. Assessment of progress is satisfactory overall with good procedures for end of topics in science and for mathematics and English. Evaluations of achievements in lessons during the week are fairly general and not always sufficiently detailed to inform planning for all abilities. Such an example is in a Year 1 class when the majority of children, planning a design a puppet, did not have the skills to write a list of the materials needed. Pupils' work is regularly marked in all classes and in most instances the comments are useful. In a few cases, comments of 'very good' or 'fantastic,' do not reflect the quality of the work, particularly when the presentation is unsatisfactory.
30. The school has recently introduced useful measures for monitoring and supporting teaching and learning. The headteacher and subject co-ordinators regularly review planning as well as teaching in the classrooms. The evidence collected is usefully improving some aspects of teaching, for example, the managing of experiments in science. The new staff have been supported well as a result of observation by the headteacher. However, further monitoring is required to support the new and inexperienced teachers as well as to ensure that all staff are consistent in their demand for high standards in attitudes and effort.
- 33.

The curriculum and assessment

31. The last inspection report indicated several areas for improvement to the curriculum provision. The school has made good progress in developing an effective planning framework, policies and schemes of work for all subjects of the National Curriculum. The provision for religious instruction is not yet satisfactory as the school has been awaiting the publication of a new locally agreed syllabus. A further improvement is that homework is now set on a regular basis. Overall, the curriculum provision for both the under-fives and Key Stage 1 is good.
32. The curriculum for the under fives is carefully planned to meet the Desirable Learning Outcomes in all areas by the time children are five. In Key Stage 1, the curriculum is balanced and broadly based, promoting pupils' intellectual, physical and personal development effectively and preparing them for the next stage of education. The curriculum meets statutory requirements to teach all the subjects of the National Curriculum and there is a policy, agreed by the governing body, for sex education. The content of the curriculum for religious education does not meet the requirements of the locally agreed syllabus, which is unsatisfactory. In all classes pupils have lessons on a weekly basis but these are often very short and the present content, which links with the programme for assemblies, does not provide for progression in learning over time or cover the breadth of knowledge and understanding which is recommended. Adequate time is allotted to different parts of the curriculum and the school utilises its discretionary non-National Curriculum time effectively for additional personal, social and health education. The lessons deal with a range of topics including those related to drugs abuse. The school has been conducting the National Literacy Hour during the previous school year and has recently implemented the National Numeracy Strategy satisfactorily. The school curriculum is very effective in providing equality of access for pupils to learn and make progress and responds well to the cultural heritage of the pupils. Teachers are careful to ensure that all pupils including those for whom English is an additional language have equality of access to the curriculum. The curriculum meets the curricular requirements of all pupils on the school's Code of Practice special educational needs register.
33. The curriculum is planned effectively, promoting satisfactory continuity and progression in learning. Schemes of work and teaching pay due regard to the subject orders of the National Curriculum and there is clear evidence of the coverage of the programmes of study for the individual subjects in the lessons observed. The quality of long-term and medium-term planning, based on the newly adopted, nationally-recommended schemes of work which are in place for nearly all subjects, is good. Planning for the literacy hour and numeracy lessons follows the recommended planning format and in most cases is appropriately detailed. Planning takes account of what is to follow and what has gone before and provides effective continuity and progression between years, building systematically on existing knowledge, understanding and skills. Outcomes are monitored by all staff and curriculum co-ordinators are required to monitor planning and standards as part of their subject responsibility.

34. A very good range of appropriate lunchtime and after-school clubs is provided throughout the school year, which support pupils' interests and work very effectively. Homework is used well to support the curriculum, with weekly English or mathematics homework being set and marked. The curriculum is enhanced by a range of visits to local places of interest and a number of visitors with specialist knowledge or skills are invited to the school. Liaison with the junior school, to which most of the pupils move, is good.
35. The school has made good progress in improving its assessment procedures following the previous inspection report and now has very good systems in place for assessing pupils' attainment in Key Stage 1 and good systems for use with children under five. Assessments are accurate and generally used well to plan future work and ensure progression in learning. Baseline testing for children under five is undertaken on entry to the reception class using the local education authority baseline test. The information gained from the end of key stage national tests is analysed in detail. The responses of pupils to individual questions are analysed in each test so that subject co-ordinators and senior managers are able to see clearly where pupils are doing well and where teaching or curriculum planning needs to be reviewed. The co-ordinator for equal opportunities has usefully analysed the end of key stage test results and identified that boys slightly under-perform in comparison with girls particularly in writing. The school is planning to address this when further developing their approaches to the teaching of writing. Teachers keep detailed records of progress of individuals and attainment in the core subjects of English, mathematics and science. Pupils are involved in setting their own targets for improvement and teachers set formal targets for groups within their classes each term. In addition, detailed expectations for the attainment of above-average, average and below-average achieving pupils in each year in English and mathematics are set. The school has a marking policy although this is not always followed effectively by all teachers.
- 38.

Pupils' spiritual, moral, social and cultural development

36. The school's provision for the moral and social development is good and reflects the judgement made at the previous inspection. Provision for pupils' cultural development is very good. This has improved since the previous inspection and is a strength of the school. The provision for pupils' spiritual development is satisfactory. This remains the same as was judged at the previous inspection. All children under five benefit from the effective provision for their personal and social development. The aims of the school contain clear principles that specifically relate to the preparation of pupils for opportunities, responsibilities and experiences that they will eventually face in their lives. This is a strength of the school which results from the efforts of the school management to strengthen this aspect of the curriculum.
37. The provision for pupils' spiritual development is satisfactory. Assemblies have weekly themes which are expanded in the religious education lessons when teachers encourage further discussion of pupils' own ideas and beliefs. These include insights into the different values and beliefs of the world's major religions such as Christianity, Islam, Hinduism, Judaism and Sikhism. There are a few planned curriculum opportunities for the pupils to experience the awe and wonder of the world; for example, in an art lesson, pupils showed enjoyment when feeling some clay and watched the teacher's demonstration carefully and with a sense of awe. Examples of pupils' work around the school are carefully and attractively displayed and stimulate curiosity. Acts of collective worship emphasise the values which the school holds and the content is broadly of a Christian nature but they do not meet statutory requirements as there is no provision for prayer or adequate time for reflection.
38. Provision for pupils' moral development is good and occurs through assemblies, religious education and specific personal, social and education lessons. It is reinforced by the personal example provided by the staff. There are clearly understood school rules displayed in each classroom and these are rigorously referred to and reinforced by the teachers. Pupils are taught the difference between right and wrong and to respect people and property. This is often reinforced during lessons; for example, in music, when questions about caring for instruments arise and in discussion lessons when opinions about caring for

people and respecting others' values and beliefs are expressed. Pupils are commended for their achievements in assembly and appropriate emphasis is placed on celebrating positive behaviour.

39. Provision for pupils' social development is good. Care is taken to ensure that those pupils who have special educational needs and pupils who are learning English as an additional language are fully integrated into the life of the school. Boys and girls are equally provided for in all aspects of the curriculum. The introduction of circle time is being very beneficial in teaching the pupils to take turns, listen respectfully to each other and contribute appropriately to the occasion. In addition, the presentation of a game called 'random pairs' successfully contributes to raising pupils' self-esteem and helps them to share their thoughts with one another. Pupils are given responsibilities around the school, for example returning registers, setting out chairs for assembly and as 'play buddies' when monitors look after playtime equipment and help others to play with it. In addition, care for the environment is fostered in pupils through the organisation of litter and leaf patrols in the school grounds. Lunchtime is a sociable occasion when pupils are appropriately encouraged to behave with good manners. There is a wide range of equipment in the playground available for pupils to play with individually or in groups. This is effective in promoting their positive behaviour and developing their social skills. A good range of lunchtime and after school clubs are available, for instance, gardening, board games, art, dance, library and sewing clubs. These activities promote pupils' social development well.
40. Provision for pupils' cultural development is very good. This has been successfully evolved since the previous inspection. Pupils are given very good opportunities to broaden their knowledge of values and beliefs of their own and others' cultures through assemblies, literature, art, music and religious education. The traditions of this country and the wider world are celebrated through festivals and visits to museums, art galleries and theatres. Out of school visits, together with talks from those representing different cultures, further enhance pupils' knowledge and understanding of the diversity of cultures represented in the area. This includes, for example, the effectual involvement of parents together with the use of recent photographs of a wedding celebration in Pakistan in contrast to weddings in this country and other cultures. Attractive displays, a range of appropriate books, artefacts and other learning resources contribute towards the pupils' understanding and respect for multicultural customs and beliefs.

43.

Support, guidance and pupils' welfare

41. The last inspection report speaks well of the school's concern for pupils' welfare and its success in creating a calm and happy atmosphere where pupils feel secure and confident about themselves. These good qualities have been maintained and the school has continued to build on its strengths. The procedures for the support, guidance and welfare of the pupils are good. Class teachers and other staff know their pupils well. They are caring and provide a welcoming atmosphere for their pupils within the classrooms. Pupils feel confident to approach adults for help and advice and in the reception classes children settle quickly to the routines of life in school.
42. There are very good procedures for the monitoring and recording of pupils' attainment, progress and personal development, commencing in the Nursery and continuing throughout the school. The results of these procedures are used to inform planning for the curriculum and the individual needs of pupils.
43. Levels of support for pupils with special educational need are satisfactory. Good positive use is made of the external support agencies making an effective contribution to the progress of those pupils. Similarly, there is good support for pupils for whom English is an additional language.
44. While the policy for the monitoring and promotion of discipline and good behaviour is good, there are inconsistencies in its application across the school, in particular in Key Stage 1 classes. Where the policy is not rigorously applied and the levels of expectation are less than high, there is a marked difference in the standards of behaviour and discipline which are effecting pupils' progress. In all other areas of the school the policy is fully implemented. Less than good behaviour is not tolerated in the

playgrounds and around the school and it is appropriately dealt with.

45. The school is currently re-drafting a separate policy to counteract bullying in keeping with statutory requirements. Most parents have expressed satisfaction with the school's ability to deal with any occurrence and to prevent repetition.
46. Procedures for monitoring and promoting good attendance are very good. A new attendance policy is fully implemented. Excellent attendance records are maintained providing for early recognition of less than good attendance, unauthorised absence and prolonged absence. These are rigorously pursued. The policy and the procedures introduced have been largely responsible for a reversal in the downward trend in attendance performance and the school is progressing toward its objective of 95 percent attendance in this current school year. Registers are completed accurately and neatly in accordance with requirements.

47. Child protection procedures are good, as are those for the promotion of health, safety and the general well being of pupils. The headteacher is the designated responsible member of staff for child protection matters and all staff are aware of their responsibilities in this regard.
48. There is a comprehensive health and safety policy. All members of staff are safety conscious and actively promote the awareness of their pupils. There is a useful policy for the safe conduct of school visits, which is rigorously applied whenever pupils are taken out of school. There are good arrangements for dealing with minor injuries in school; suitably qualified first aiders administer treatment. Fire evacuation drills are carried out on a regular basis, fire alarms and fire appliances are regularly checked and portable electrical appliances are tested annually.

51. Partnership with parents and the community

49. The school has continued to build on its good links with parents as stated in the earlier inspection report and has established a good and effective partnership about which the parents are generally pleased. Parents are encouraged to support their children's learning at home through the homework policy and the home-school agreement. There are numerous opportunities for parents to meet with teachers to discuss concerns or to exchange information. Some parents are involved in the work of the school both in and out of the classroom. Parental help is also available for extra-curricular activities and for additional supervision on school journeys. This help is welcomed and appreciated by the school. The parent body, as a whole, is very supportive of the provision the school makes for its pupils.
50. The quality and quantity of information which the school makes available to parents is good. The school prospectus is an informative document and is complete in its content. This is supplemented by regular newsletters which inform parents of school events and news which parents find very helpful. The governors' annual report for parents is an informative document but lacks some elements required; for example, there is no information about attendance and unauthorised absence. The school is aware of this and is ensuring that this year's report fully meets requirements. Pupils' annual progress reports for parents are well written and there are good arrangements for parents to discuss the content with staff. The report format has been recently changed and some parents are not happy with the content. The school has the matter currently under review. Parents' evenings are always well attended.
51. There is an active parent association through whose activities the school benefits financially, socially and in many practical ways. For example, it was largely through the efforts of parents that the playground was transformed by the purchase and installation of play equipment and imaginative fencing.
52. Very good use is made of links with the community. These include connections with local businesses, a local farm, museum and a theatre. Pupils learn about their immediate community through walking tours in the local area linked with their studies in history and geography. School visits are arranged, during which pupils meet the wider public and gain valuable additional experiences. There are very good links with the adjoining junior school which is an improvement since the last inspection.
53. The school, through the letting of the premises to local organisations, has provided a service for the community; for example, for a series of classes held by a local Greek organisation. The school also makes places available for student teachers to carry out teaching practice and to students of local schools and colleges for work experience. There is an after-school club for those children whose working parents need child-care.
54. These links which the school has fostered with parents and the community all serve in some way to enhance the learning opportunities offered to the pupils.

57. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

57. Leadership and management

55. At the time of the last inspection the headteacher was new in post and the report indicated that early beginnings were good. The school now benefits from very good leadership. The headteacher and deputy provide a strong partnership and their effective management skills and knowledge of how young children learn ensure that there is clear direction for the work of the school and the management is good. Since the last inspection all the issues for action have been accomplished with effective impact on raising standards. The management of staff is effective with a useful structure for line management, teamwork and subject co-ordination. There is a good range of school policies and guidelines to ensure that all staff are clear about the school's intentions and ways of working; for example, those for special educational needs, behaviour and equality of opportunity.
56. The school is well organised and communications with staff, parents and governors are very good. The teachers are clear about their responsibilities. The school development plan is a very useful working document, guiding the school's work and the allocation of the budget. It identifies appropriate priorities and includes national requirements; for example, the implementation of the national numeracy strategy. The system for involving all staff and governors in the process for auditing, planning, taking action and evaluating is very good. The teachers have strong roles as co-ordinators. They are committed to their responsibilities and their work is very good. Since the last inspection, they have put in place policies and schemes of work of very good quality for almost all subjects positively contributing to the good curriculum provision. The teachers' action plans feed into the school development plan, giving them clear direction and time-scales for their work. They maintain their budgets in a professional manner. Their monitoring role is useful and the evidence collected is effectively improving standards in some subjects, for example, science. The headteacher is frequently in classrooms and regularly monitors practice on a formal basis using the information gathered to make improvements, but the current approach is insufficiently rigorous to ensure consistency in the quality of teaching and support newly appointed staff.
57. The governing body plays an active role in school management and are enabled to make effective decisions because they are well informed by the headteacher and make regular visits to the school. Some governors monitor aspects of school life; for example, when working with staff in relation to special educational needs. All statutory requirements are met with the exception of collective worship. The school provides for assemblies on a daily basis and the time is used appropriately for moral and social issues as well as embracing various religions. However, the content is not predominantly Christian in nature and during the visit by inspectors there was no opportunity for prayer or reflection.
58. The aims of the school are generally well met and there is a sound ethos of team-work to achieve them. The staff work hard but the interpretation of the school's aims is variable and does not always reflect the high standards of the senior management staff. The commitment of the staff and the governing body to provide equality of opportunity is exemplary. Similarly, the recent initiative, the 'home-school agreement policy' to improve behaviour is very good. While the impact on behaviour in playground and around the school is good, the work has not yet ensured that all staff are fully implementing the policy to ensure appropriate standards in the classrooms.
59. Overall, the headteacher and governing body have introduced effective measures which have had an impact on improvement in the school since the last inspection and the capacity for continued improvement is good.

62. Staffing, accommodation and learning resources

60. The school has 12 full-time qualified teachers, including the headteacher, and two part-time teachers

providing a full-time equivalent of 13.2 teachers for the main school and the nursery. The nursery teacher, who is also the deputy head, is released from nursery teaching one day weekly to carry out her other duties. There is a wide range of experience and, in most subjects, staff have satisfactory subject-knowledge and sufficient expertise to cover the range of National Curriculum subjects and meet the demands of the curriculum. The headteacher and relevant staff have sound knowledge of the early years curriculum and how young children learn. The number of teachers supporting pupils with special educational needs and those for whom English is an additional language is appropriate and they have been suitably trained. The school provides a good number of well-trained classroom support staff who work effectively in co-operation with teaching staff. The nursery teacher is assisted by two suitably qualified and experienced nursery nurses. The conscientious administration, classroom support and site management staff contribute much to the work of the school, enabling day-to-day school life to function effectively and enhancing the pupils' learning.

61. Almost all the teachers have curriculum and/or management responsibilities with clear job descriptions. Arrangements for the professional development of all school staff are good. Newly-qualified teachers are well-supported through a system of mentoring, observation and in-class support. Regular, weekly staff meetings are professionally used for curriculum or other school issues. Teachers are appraised on a regular basis under the local education authority's system of staff appraisal which informs the professional development of individual staff. In-service training is well-organised to support school targets and usefully evaluated. The programme of whole-school in-service training supports the identified targets in the school development plan which has also included the national priorities linked to literacy and numeracy. A good range of external training courses is attended by staff, linked in most cases to their curriculum and management responsibilities and these have had a positive impact on the curriculum and quality of teaching.
62. Although the accommodation allows a broad and appropriate range of activities to be taught and undertaken, the school is in a barely satisfactory condition internally and externally. Due to the continuous strenuous efforts of the site manager, cleaning staff and teaching staff, the school buildings, despite their generally poor condition, provide a safe, welcoming and generally attractive environment for the pupils. Where possible, the issues relating to accommodation in the last inspection report were dealt with swiftly, but the school remains in the original building which continues to cause many of the day-to-day problems. Three classrooms and the school library are currently housed in 'demountable' buildings. The linear floor plan of the main school means that pupils have to spend a good deal of time walking and being led to and from the playground or hall outside the school. Otherwise, in inclement weather, access to most classrooms is through another classroom, inevitably disturbing teaching and learning and having implications on the effective use of time. The walls of the main building and the nursery building are in very poor condition; for example, there are gaps in external walls revealing insulation material, large cracks in floors and walls internally, dampness in a number of areas and leaks in windows. The site manager wages a continuing effort to repair, make good and patch up these problems. The displays of children's work around the school and in the classrooms do much, however, to overcome the limitations and difficulties with the building and provide a welcoming and pleasant working environment for the pupils. Satisfactory use is made of the available space and all areas, internally and externally, are used effectively by the teachers to ensure all pupils have access to a broad and balanced curriculum. Externally, the school site includes a considerably enhanced playground area which, although now a very attractive and stimulating area, is inadequate for the number of pupils on the roll. Consequently, break-times and lunchtimes have to be staggered causing further complications for time-tabling and duty-rotas. The school has the advantage of sharing a large playing field and tennis courts with the junior school on the same site.
63. Learning resources are very good for children in the nursery and there is a very good, safe, well-resourced outside area for large wheeled-toy play activities. In the main school, there is a good range of resources to support the curriculum in science, art, information technology and music. In English, mathematics, physical education, design and technology, geography and special education needs the supply is satisfactory. There are currently some deficiencies in religious education, where the range of resources is barely adequate for the number of pupils on roll and in history, where there are insufficient artefacts for pupils to experience them first-hand. Although all classes are timetabled to visit the library weekly, the position of the library in a 'mobile' classroom means that pupils can not use it independently

and so develop their independent learning and research skills. The library has been re-stocked with good quality new books. A large number of non-fiction books are distributed in classrooms rather than the library because the access to the library is restricted as it is outside the main building. Resources in most subject areas are appropriate for the age range of pupils and are utilised effectively. Curriculum co-ordinators ensure that resources are well-organised and readily accessible to the teachers. Pupils undertake a good range of visits to local areas to support their studies and the school hosts a variety of visitors who perform and talk to the pupils.

66. The efficiency of the school

64. There is much evidence of efficient management of all school resources as was stated at the time of the last inspection. The quality of financial planning is very good. The staff and governors carefully evaluate progress in order to make informed decisions about spending and set targets to raise standards. The priorities for development all contain measurable indicators through which the school and governing body can measure success against spending. The school has set targets of attainment at the end of the key stage for each child in English, mathematics and science. These are improvements since the last inspection. Systems for financial control are very good as are systems for the day-to-day administration. This is reflected in the recent audit report. The administrative staff make a significant contribution to the efficiency of the school. The amount of money retained over the past few years is higher than recommended. However, the decision has been determined by two valid factors. The school has to be prepared to meet the high costs of maintaining the deteriorating building. Further the school has bid for the last two years to be included in the government scheme, 'New Deals for Schools.' Part of this bid is the ability to show a substantial financial contribution towards the building.
65. All learning resources are well used, particularly the staff, who are effective in managing their subject and aspect responsibilities. The budget spending for pupils with special educational needs is appropriate, effectively used to support the pupils and well monitored. The funding for pupils for whom English is an additional language is carefully used. Very good use is made of the staff development fund and, in particular, the arrangements to support classroom assistants have significantly improved their effectiveness in the classrooms. Nursery nurses contribute well to children's progress in the nursery. The headteacher ensures that all staff are well supported. The staff work well as a whole team and teachers, support staff, the school keeper and lunch-time supervisors work hard to benefit the children.
66. The cost per pupil is above the average nationally. When taking into account the attainment of pupils on entry, the satisfactory progress made by the time they leave the school, the quality of teaching, the good curriculum provision and provision for spiritual, moral, social and cultural development, the school provides sound value for money.

69. PART B: CURRICULUM AREAS AND SUBJECTS

69. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

67. The children start part-time in the nursery in the September or January following their third birthday and are admitted full-time to one of three reception classes in the September or January of the year in which they are five. Most of the children in the reception classes have attended the school nursery. It is a 39 place nursery housed in accommodation some distance from the rest of the school. The teacher and two nursery nurses manage the difficulties of supervising the three rooms efficiently and good use is made of students and voluntary support. The spacious accommodation is well resourced and effectively organised to provide activities which cover all areas of learning. Similarly, the three reception classes are appropriately resourced to support an early years curriculum and each is staffed by a teacher and part-time classroom assistant. Children enter the nursery with a wide range of skills and attainments. The majority enter school with broadly average attainments and by the age of five they have made good progress. Most children reach the expected standards in all the six areas of learning: personal and social development, language and literacy and mathematics, knowledge and understanding, physical development and creative development. A significant number exceed these expectations. Children who have special educational needs and who learn English as an additional language are identified quickly. They are fully integrated into the nursery class and in most cases make progress at the same rate as the rest of the children.

70. Personal and social development

68. Teaching in this area of learning is good in the nursery and satisfactory overall in the reception classes. In all classes, children settle quickly into routines of school, reacting well to the stimulating and caring environment provided for them. They play, work and co-operate well; for example, when the nursery children worked in pairs to see which objects roll or slide and in reception when they helped one another in a counting activity. They sustain interest and perseverance when undertaking directed activities with their teacher. Activities such as fruit break and circle time are effective in developing pupils' social skills. Here, they are encouraged to take responsibility, talk and listen to others and to be polite. The majority of children are keen to carry out instructions and are well behaved. They have a good understanding of what is right and wrong and in a religious education lesson expressed sound knowledge of what it means to be kind. A small minority in reception sometimes display immature behaviour. For example, in one class children found it very difficult to stop at the signalled time and were very unsettled and restless during a music lesson. Relationships in the nursery and reception classes are good, both between children and adults. Expectations of behaviour and politeness are high among the teachers, nursery nurses and learning support assistants. They act as good role models for the children to follow their example. The spacious provision of toilets and wash-basins in the nursery has a positive effect on the good standards of personal hygiene being taught. By the age of five, children are well integrated into main school life. They attend assemblies and change into physical education kit. They join older pupils at lunchtimes, confidently choosing their own cooked lunches from the choices available or eating packed lunches together. The good progress which children make in their personal and social development in the nursery is sustained in reception and this has a positive impact on their receptiveness to early school learning.

71. Language and literacy

69. Teaching in this area of learning is good in the nursery and reception classes. By the age of five, the majority of children reach the required standard as set out in the desirable learning outcomes for language and literacy. Through well-planned classroom activities, such as role play in the 'home corner' and through regular interactions with staff, children develop their speaking and communication skills well. They talk about their families and experiences at home with increasing confidence. The majority listen well to instructions and most confidently answer and ask questions, using an appropriate range of vocabulary. For example, one pupil explained that 'I feel happy when my dad lets me work in his office.' They listen to stories with rapt attention, showing by their comments that they understand the plot. They are familiar with books and handle them competently. Literacy skills are further developed in

the reception classes through the daily sessions, based on the literacy hour materials and other pre-reading activities. They are starting to know the sounds that the letters make and are able to think of several words that start with the same sound. They are effectively developing pencil control and they practise writing patterns and correct letter formation. By the age of five, a small number are beginning to write simple sentences and to connect initial sounds to a few common word spellings.

72. Mathematics

70. In mathematics the children are generally taught effectively. The majority of children make good progress and achieve the expected standards in mathematics by the time they are five. In the nursery, they make good gains in understanding the value of numbers by counting and using practical equipment. A group of four year olds were able to place the correct number of Humpty Dumpty's on the wall and most could write the numerals in correct order. Children have good opportunities for understanding shapes, measuring and volume, such as during sand and water play and large block play. They are learning about sequence in shape and colour and repeating patterns. The children's progress is enhanced in the reception classes where, for example, children readily recognise numbers on a dice and select the correct number of objects to match the numbers thrown. They are able to estimate the number of objects on a table, count to ten with understanding and are beginning to show an awareness of number operations. For example, in answer to the question, 'How did you know there were seven?' the answer was given, 'Because there are five on the floor and two in your hands.' Children are developing their understanding of simple mathematical language by correctly using such terms as more than, count on, count back. They use information technology to support their learning with programs about counting and shape.

73. Knowledge and understanding of the world

71. Teaching to promote children's knowledge and understanding of the world is at least sound and in some aspects very good. Children make good progress and the majority achieve the expected standard by the time they are five. In the nursery, a very good range of activities is provided and this ensures that children have first hand experiences which develop their observational skills. They understand the changes which occur when, for example, an egg is cooked in different ways and they see for themselves through practical activities that it is very difficult to put a broken shell back together again. They are learning to sort by colour and size and are gaining knowledge of the properties of materials; what is man-made and what are natural materials. There are good links to literacy, for example, nursery rhymes. In the reception, children make biscuits and investigate how materials change after cooking. They correctly identify parts of a flower. They can name the parts of their body and investigate similarities and differences between themselves. The children are given effective opportunities to explore the environment close to them, for example, by walking round the school grounds to collect leaves, twigs and seeds and looking at seasonal changes and patterns in nature. Children begin to develop a sense of chronology through an awareness of events in their life by looking at photographs of themselves when they were younger and by learning the days of the week and the months of the year. Suitable opportunities are provided for the children to assemble and disassemble simple models using a variety of construction kits to try out ideas and develop increasingly precise hand control. Their computer skills are satisfactory. They make patterns and marks and successfully control the mouse when following programs which move objects around the screen.

74. Physical development

72. Teaching of this area is good in the nursery and very good and occasionally excellent in the reception classes. The children make good progress in all classes with their physical development through the effective use of the outdoor areas and in the reception classes through dance and gymnastics in the hall. Good opportunities are provided to develop control and manipulation of small objects such as pencils, modelling tools, scissors, paint brushes and construction apparatus, all which they handle safely. They make good progress and achieve the expected standards by the time they are five. They quickly gain confidence in using space as was seen, for example, in a dance lesson and they move imaginatively when playing with others. The large play equipment gives them freedom to experiment with their bodies

and develop muscle control appropriate for their age. They have effective opportunities to cut, stick and join objects together, for example, when making finger puppets.

75. Creative development

73. The teaching of this area is good in the nursery, and while ranging from unsatisfactory to very good in the reception classes, is good overall. By the age of five, the children's creative development is well fostered through an appropriate range of activities. In the nursery children have daily opportunities to design and make things and to express themselves by painting, drawing, engaging in imaginative play and singing. Similarly, in the reception classes, many drawing and painting opportunities are provided. The children produce printing patterns and pictures using paint and collage and are developing the ability to identify the texture, shade and colour. For example, children know that a mixture of blue and yellow makes green and that if more yellow is added then it makes a lighter green. They handle brushes and paint with confidence and their self-portraits show developing skills. The nursery children know a wide range of songs and rhymes and sing with enjoyment. In music lessons in reception, children continue to develop their singing skills and are able to respond to the mood of the songs and learn quickly the words of a song or nursery rhyme. They are gaining experience in using unpitched percussion instruments to accompany a story with appropriate sound effects. They can play simple rhythms, keeping in time to the music. The role play areas provide stimulating opportunities for the children to play co-operatively and develop their imaginations as they act out familiar stories and make up their own. Overall, by the time they are five, children will attain what is expected in all areas of creative development and a significant number will exceed them. This is because some teachers have particular expertise in music and art and generally the lessons are well structured with an appropriate emphasis on the teaching of skills.
74. Overall, the teaching is good in all six areas of learning, with some very good aspects and few weaknesses. Good teaching is characterised by secure subject expertise, which is seen in the skilful questions used to check the children's understanding and the confidence demonstrated in answering their questions. Effective planning, that is clear and detailed, takes into consideration both the national guidance for children under five and the National Curriculum. The teachers' enthusiasm stimulates and motivates the children to try harder. The pace of the lessons is brisk and clear challenges are set. Other positive features include the use of a good range of resources, very good management of the children and good relationships. The teachers create a calm, purposeful learning-focused environment. In one unsatisfactory lesson, the teacher's subject knowledge was insecure and not appropriately supported by suitable planning. The management of pupils in this lesson was not sufficiently firm.

77. ENGLISH, MATHEMATICS AND SCIENCE

77. English

75. In 1998 the percentage of pupils achieving the expected standard of Level 2 in reading and writing was close to the national average. The percentage achieving the higher Level 3 was close to the national average in writing but below average in reading. When compared with similar schools, results were average in writing but below average in reading. In 1999, results improved in both reading and writing, with a substantial rise in pupils attaining at Level 3. In 1996 the difference between the average attainment of girls and boys was greater than that found nationally. There has been an improvement in boys' attainment, and the difference in 1998 was less than the national average. The school has set challenging targets for the current year although the relatively high level of pupils' mobility makes the prediction of results difficult. Standards at present are broadly in line with national expectations.
76. Literacy skills are appropriately developed across the curriculum. Pupils write lists and labels in science and in design and technology. They record work in geography. Pupils use computers confidently as tools in their literacy work. Their word processing skills are good and they begin to use simple reference programs. Pupils' writing is displayed well in classrooms and around the school. Gardening club

members have written clear labels for flowerbeds and interesting plants in the grounds. Community languages are well represented and valued with notices in classrooms and around the school.

77. Standards in speaking and listening are similar, overall, to those expected nationally. Standards in speaking are good. Most pupils speak confidently, and many Year 2 pupils explain their ideas clearly, adding relevant detail. Higher attaining pupils are articulate and have good speaking skills. Although in conversation pupils generally listen carefully and respond appropriately, during class lessons many find it difficult to take their turn in speaking. They often call out or interrupt and do not listen to other pupils' contributions. Progress is satisfactory overall, although pupils make better progress in speaking than in listening. Year 1 pupils develop confidence in speaking to the class in many lessons. In one lesson pupils successfully took turns in retelling the familiar story of the three bears, speaking audibly and confidently.

78. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. They are helped to improve their listening skills when sitting with learning support assistants during class lessons. Those pupils with English as an additional language make satisfactory and often good progress. Staff speak clearly and make good use of visual materials to reinforce understanding.
79. Standards in reading are in line with national expectations. Year 2 pupils are developing an appropriate range of strategies for tackling unfamiliar text. They read with understanding and many with appropriate expression. Higher attaining pupils are already developing preferences for certain types of book. They read confidently with expression. Lower attaining pupils read simple repetitive text with support. They have yet to learn all the initial letter sounds.
80. Progress in reading is satisfactory overall and in some lessons progress is good. Year 1 pupils make good progress in learning to use the surrounding text and initial letter sounds to identify words. Most apply a sound knowledge of rhyming and of initial letters. In Year 2, pupils make satisfactory progress in learning to read unfamiliar words by breaking them down phonetically. Occasionally, progress in lessons is unsatisfactory because tasks are undemanding and the management of behaviour is weak. Pupils make satisfactory progress in learning how books are organised and become familiar with different types of text. Most Year 2 pupils understand the principle of alphabetical order and many can use a simple dictionary. All pupils use the library during a weekly lesson, but, because of its position, older pupils are unable to undertake independent research. Those pupils with special educational needs make satisfactory progress over time in relation to their targets. Their progress is good in lessons when they receive additional support. Pupils with English as an additional language make satisfactory progress because teachers and support staff ensure that they are supported.
81. Standards of attainment in writing are in line with national expectations. Year 2 pupils enjoy writing short 'messages' in a bottle shape. Most write independently and spell some simple words correctly. Pupils write letters to Mr Grinling, the lighthouse keeper, and most average and higher attaining pupils develop their ideas in a sequence of sentences. They are aware of the need to use basic punctuation. There are a number of lower attaining pupils who record their ideas only with adult support. Although a few pupils write neatly, the standard of presentation is often unsatisfactory. The school has appropriately identified this as an area for improvement. A scrutiny of work displayed and of the previous Year 2 work shows that pupils have suitable opportunities for writing for a variety of purposes. By the end of Year 2 higher attaining pupils write well sequenced stories and employ a variety of sentence structures. Average attaining pupils spell simple words correctly and make logical phonetic attempts at spelling.
82. Progress in writing is satisfactory overall and in Year 2 progress is good over time for some higher attaining pupils. In Year 1 pupils make satisfactory progress as they complete simple 'I Spy' sentences following a set structure. Groups of Year 1 pupils practise writing single letters. Progress is best where the teacher has modelled the writing well and where pupils are encouraged to concentrate and write with control. Year 2 pupils make satisfactory and occasionally good progress in most lessons where tasks are suitably challenging. Occasionally progress is unsatisfactory where too little is demanded, for example, where pupils merely have to copy single words.
83. Pupils' response to English is generally satisfactory. Pupils enjoy the whole class sessions and are enthusiastic when discussing the texts. They are eager to answer questions but often find it difficult to take their turn in speaking. In most classes, a number of the pupils call out when questions are asked. Pupils are eager to tackle activities but are often noisy when moving to begin their activities and, at times, while they are working. When activities are interesting and suitably demanding, pupils are enthusiastic and try hard once they have settled down to work. In a few classes, small but significant groups of pupils are not well managed and their behaviour spoils the lesson for others.
84. The quality of teaching is satisfactory overall, with examples of good and very good teaching. Where teaching is best, the teacher has high expectations of all pupils in terms of behaviour and work, tasks are interesting and appropriately challenging and the pace of the lesson is good. A pupil whose first language is not English made very good progress when the teacher first explored her understanding and then encouraged her to write more. Teachers generally use a range of techniques to hold pupils' interest

but in a few classes teachers have limited strategies for managing pupils whose behaviour is challenging. Occasionally, teaching is unsatisfactory because the management of behaviour is weak, tasks are insufficiently challenging, and pupils make very little progress. The planning of lessons is generally satisfactory and follows the National Literacy Strategy. Teachers usually explain tasks clearly. The organisation of group activities is often not well managed. This results in time wasted, lessons lose their pace and pupils become restless and noisy. Most teachers use resources well, although the text in a few of the big books is too small for all pupils to see. Learning support assistants give effective support to groups during literacy periods. They also help to focus the attention of pupils during whole class teaching. The teaching of pupils with special educational needs is enthusiastic and skilful; pupils make good progress in writing which, in turn, raises their self-esteem. Homework is regularly set in all classes and the recent initiative to involve parents has been welcomed by them.

85. The subject is well managed. The co-ordinator has been in post for just over a term. She works effectively with the headteacher and senior management team to set targets and to monitor progress. Good procedures are in place for assessing and recording progress in reading and writing. Resources are generally adequate. The library has limited non-fiction books but this is because staff remove them to classrooms so that pupils can use them. The library is very attractive and well organised, but older pupils are unable to use it appropriately for independent research because of its isolated position. Since the previous inspection the school has made good progress in developing the role of the co-ordinator.

88. Mathematics

86. Lesson observations and a scrutiny of work during the current and previous year indicate that the current Year 2 pupils have made satisfactory progress in mathematics and are on course to attain standards broadly equivalent to those expected nationally by the end of the key stage. In the national tests from 1996 to 1998 the percentage of pupils reaching expected levels of attainment was above the national average. In 1998, when compared with similar schools, the percentage of pupils attaining the expected level 2 fall below average while the percentage attaining the higher level 3 is well above. The results for 1999, for which, at the time of inspection, there were no national benchmark figures, indicate broadly similar results.
87. At the time of the inspection, the school was five weeks into a new school year and implementation of the National Numeracy Strategy. Under this new scheme of work, pupils will be undertaking a wide range of work in all areas of mathematics. Samples of pupils' work from the previous school year show that under the previous curriculum, pupils covered all aspects of the Key Stage 1 curriculum including shape, space and measures, and tackled a range of problems involving handling data and investigation. Pupils make satisfactory use of their mathematical skills in other curriculum areas; for example, in design and technology in order to measure lengths of dowel-rod accurately, in food technology when weighing ingredients, in information technology when presenting a graph or in science when classifying electrical equipment and presenting information on a Venn diagram.
88. Teachers in parallel classes plan their lessons together providing pupils in the three classes of each year with the same experiences based on the national numeracy scheme of work and equality of opportunity. Pupils in Year 1 are developing their understanding of ordinal numbers. Most are able to use the vocabulary of comparing and ordering numbers in practical contexts and many are able to order objects from zero to one hundred and can name what comes before and after each ordinal. A minority in each class however are working within the reception year programme of study; for example, starting to use ordinal numbers and understanding 'first' to 'third'. Pupils are describing, naming and classifying two-dimensional shapes. By the end of one lesson, in which three-dimensional shapes were introduced, a significant number of pupils could recognise and name correctly a cylinder, cube, cuboid and sphere. A significant number were referring to properties such as 'shape', 'flat', 'curved' and were beginning, with help, to sort three-dimensional shapes using a Venn diagram. The majority of Year 2 pupils are competent when adding money within 20pence and most can calculate what coins are needed, for example, to make up 8pence and the change to be given from 10pence. A minority of pupils are able to calculate quickly and accurately the change from 50pence when buying three articles. However, lower

attaining pupils need considerable help to understand, for example, that six 2pence coins does not equal 6pence and a number are working within the Year 1 numeracy strategy attainment targets. Most demonstrate an understanding of multiplication as repeated addition and are developing their ability to multiply mentally a single digit by 1, 2, 3, 4 and 5. Pupils are making and describing shapes using squared paper and relating solid shapes to pictures of them and know, for example, that a square can be any size but its sides must all be the same length.

89. Pupils' progress in lessons ranges from good to poor and is satisfactory overall. The rate of progress was directly linked to the classroom management skills of teachers. Progress is good when the teacher has high expectations for effort and concentration, a brisk pace is maintained throughout the lesson and a good working atmosphere is generated. In a minority of lessons pupils make barely satisfactory progress and on occasion, poor progress because these good features are missing. Sometimes progress is limited because tasks are insufficiently challenging. Pupils with special educational needs make satisfactory progress overall. Teachers plan for them carefully and they are given appropriate tasks and good support.
90. Most pupils enjoy their mathematics work and tackle the tasks with enthusiasm, especially the mental and oral activities, which they find challenging but good fun. They usually respond well to the teachers and work together well without the need for constant supervision by the teacher. Their efforts and concentration are best in classes where they are firmly managed. In a few classes behaviour is not well managed. Then, pupils are noisy and disruptive and time is wasted.
91. The quality of teaching ranges from good to poor and is generally satisfactory overall. Although planning for all mathematics lessons is based on the government-recommended numeracy strategy and scheme of work, some lessons did not fully comply with the recommended format. For example, several lessons did not include the requirement for a 'quick mental activity' at the beginning of lessons. In a number of the lessons, the content and teaching style are more appropriate for younger pupils. The higher-attaining pupils are not being sufficiently challenged by the tasks, the pace of the lesson or the level of expectations for work and attitudes. In the most effective lessons, teachers ensure that all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide clear explanations. They provide good opportunities for pupils to explain their methods and practise what they know and ensure that tasks are well matched to pupils' understanding. Teachers assess pupils' progress regularly and generally assessments are used well to guide planning. There are good assessment and recording procedures in place which support the school's monitoring and target setting. Homework is set regularly and the involvement of parents in the scheme is usefully motivating pupils.
92. The school has implemented the Numeracy Strategy satisfactorily overall. The co-ordinator for the subject has been appropriately trained in the numeracy strategy and is supporting staff. Time has been planned for her to monitor the teaching and learning in the subject throughout the school in the current school year. Further inservice training for staff is planned.

95. Science

93. In the teacher assessments in 1998, the proportion of pupils attaining the expected Level 2 is below the national average and the proportion attaining Level 3 is in line with the national average. When compared with similar schools, the percentage attaining Level 2 is below the average but the percentage attaining Level 3 is above. While the number percentage attaining Level 2 is less than in 1996, there is evidence of a greater number of pupils with special educational needs in the 1998 cohort. In 1999, results show a significant improvement in the percentage of pupils attaining what is expected for their age [91 percent] and a similar picture for the percentage attaining Level 3. Currently, pupils are making good progress overall, with more rapid progress in Year 2 because the teaching is generally more challenging. There are clear indications that pupils will be achieving above average by the end of the key stage. This shows a trend of improvement in standards since the last inspection.
94. By the end of the reception year, the five-year-olds have knowledge of the life cycles of frogs and butterflies. They have some experience of the changing of materials when heated through various cooking activities. They have observed and drawn the parts of a flower through the observation of daffodils and have gained some knowledge about caring for animals, in particular, 'our pets.' They make good progress in developing their observational skills and record their work through drawings. In Year 1, pupils' experience of experimenting and testing is good. Work samples and photographic evidence show that they gain a sound understanding of fair testing through experimenting with cars on different surfaces and dropping play dough from variable heights. Through experiments with plants they

learn the ideal conditions for sustained growth. In the current work related to sound and how it travels, the pupils show that they are beginning to use their knowledge to predict and anticipate likely outcomes. They are extending their scientific vocabulary, for example, 'vibrations.' Most know that sound decreases with distance and a few understand the concept that the sound can be absorbed by other materials, thus reducing its clarity. Evidence of Year 2 work shows that pupils gain a wide knowledge of living things, the needs for healthy living and the variations between people. They have developed their own criteria for the classification of living things, demonstrating sound knowledge and a good understanding of the process. They have regular experiences of experimenting and fair testing. A good example is the test with boats, adapting sails to improve their ability to float. Current work on electricity shows that the attainment of pupils is generally above average. They can quickly make a working circuit to drive a motor. They understand the negative and positive properties of batteries and know how to use them to assemble a torch. The recording of work is mainly done through diagrams and drawings with a little written description. Often, the quality of these is unsatisfactory because there is insufficient attention to presentation and handwriting and much work is unfinished. Pupils make good progress over time and overall, progress in lessons is good. However, the rate of progress is better in those classes where the teaching is more effective, pupils are firmly managed and the content is more challenging and exciting.

95. In almost all lessons, pupils are excited by the content of science lessons and are enthusiastic when answering questions and experimenting. On several occasions pupils watched experiments with a sense of wonder. Year 1 pupils displayed feelings of pleasure and calmness when listening to the sounds of whales on tape. The older pupils work with confidence when handling wires, batteries, clips and motors and manage the materials well. They are eager to learn and are generally proud of their practical achievements. When working with the teachers they sustain concentration in most classes because the content is challenging but in a few classes time is wasted through persistent calling out. When working independently, without direct supervision, pupils in most classes in Key Stage 1 are often over-talkative and noisy and their concentration wavers. They are not yet working successfully in a collaborative way.
96. The quality of teaching is mainly satisfactory with none unsatisfactory. In thirty percent of lessons the teaching is good or very good. In these lessons teachers manage pupils well in whole-class sessions, and the brisk pace is maintained by effective questioning, interesting content and well managed demonstrations. Most teachers have sound knowledge of the subject matter and because teachers plan lessons together the methods are usually appropriate; explanations are clear with correct scientific vocabulary. These good features are supporting the good progress of pupils. There is a good balance between whole-class and group or individual teaching. During group activities, in most classes, half the class do the science activities and the other may be engaged in design and technology or art. This is not entirely successful in most classes because the teachers sometimes have difficulty in supporting both subjects. In the best instance, all pupils did science and while the teacher worked effectively with one group, she kept a suitable overview of all the class and from time to time checked their work. While no lessons were unsatisfactory, a weakness in the teaching in several classes is the acceptance of noise and limited concentration or effort. While encouragement is well used and teachers motivate enjoyment and excitement there is little sense of urgency to finish or to do one's very best. In a few instances teachers are insufficiently firm with pupils who are disruptive. Pupils' progress is assessed at the end of topics and suitable work samples kept. Teachers keep some running records of ongoing progress and while these usually inform the planning for the next lesson, there are examples in Year 1 when low-level tasks are given to some pupils.
97. The co-ordinator for science is very effective and has successfully raised standards by producing a useful policy, and establishing a clear scheme of work which fully covers the National Curriculum. She has successfully increased the confidence and competence of staff through staff development, providing demonstration lessons and using useful systems to monitor progress. Good procedures for assessing progress are in place and the process for sampling and moderating levels of assessment is enhancing the knowledge and confidence of the staff. Teachers make good use of resources. The gardening club further provides pupils with first hand experience as well as enjoyment and wonder as they observe the cycle of plants. The subject contributes well to pupils' spiritual, moral and social development.

100.
SUBJECTS OR COURSES

OTHER

100. **Information technology**

98. By the end of the key stage pupils have made good progress in information technology and attain standards above national expectations. This indicates that the school has dealt effectively with the previous report's judgment that there was some under-achievement in data-handling and that the school needed to improve the range of pupils' information technology skills.

99. Pupils in the reception classes are given a good introduction to information technology and use a variety of programs such as 'Splash' for free drawing, 'Colour Magic' to paint and fill areas and 'Starting First Graph' to produce block graphs of how they come to school. In Year 1, pupils are using CD-ROM programs such as 'My New World Explorer' and 'Talking First Word' to find information. They read screen-instructions and use a mouse confidently to select different options. Pupils using a program to design patterns with polygons are able to use menus and tools to save and print their work. Year 2 pupils input text directly and understand how to use the mouse to 'click and drag', use the 'enter', 'caps lock' and space bar keys and know how to select font size and type, save and print. They use programs such as 'Colour Magic' to draw dinosaurs and search for information by interrogating an 'Amazing Animals' CD-ROM. A significant number of pupils are confidently using the school's ten laptop computers to input text directly and then transfer their work to the class desktop computer for editing. As pupils move through the school they make good progress in information technology because they have regular teaching of skills and access computers to practise them.
100. Pupils' response during information technology activities ranges from satisfactory to good and is good overall. In most cases, pupils are well-motivated, working independently or in pairs, successfully taking turns and helping each other, mainly unsupervised. They persevere and concentrate well. When being taught in groups, pupils generally listen carefully and behave well.
101. Teaching in information technology lessons is generally good. The subject is timetabled on a weekly basis and teachers introduce new programs, skills and techniques in whole-class or group sessions which pupils practise on a rota basis either individually or in pairs during the week. Only a few lessons were observed where technology skills were specifically taught. Teachers introduce the objectives for the lesson, give clear explanations of the task and demonstrate sound subject knowledge. They use correct terminology for the computer tools and demonstrate skills effectively. Expectations for attention and behaviour are generally appropriate although sometimes the management of pupils is not secure and in one lesson, a group of pupils could not hear the instructions because the rest of the class were permitted to chatter noisily. Time and resources are efficiently used throughout the week to enable pupils to have sufficient practise and teachers are good at checking the progress of individuals when they are working independently and giving them the quick support they need. The assessment of progress is usefully noted and used to plan for the next stage of learning. Teachers are very encouraging and value pupils' success. They give high value to the subject generally and use it successfully across the curriculum.
102. Following the previous report, the school's stock of classroom computers has been totally replaced to provide a multi-media computer in each classroom and ten laptop computers. There is a good range of CD-ROMs to augment the curriculum. The co-ordinator is effective in managing the subject. She has introduced a government-recommended scheme of work for the subject and this provides continuity and progression in the key skills as pupils move through the school. The co-ordinator has supported staff by providing training on the use of the newly-adopted scheme of work and the new range of hardware. She is also developing a four-year action plan for training teachers in the use of the school's information technology equipment.

105. **Religious education**

103. In the previous inspection report standards in religious education were judged to be broadly satisfactory but a weakness was that little direct religious education was taught. At the present time standards are below what is expected by the locally Agreed Syllabus because, as yet, the school is not teaching a programme of work which covers the syllabus. Judgements are based on lesson observations, a scrutiny of pupils' past work, discussion with staff, scrutiny of photographs of religious events and visits, displays of pupils' work throughout the school and examination of artefacts from the main religious cultures. The weakness highlighted in the previous report has been addressed and more opportunities have been provided during assembly times and lessons to include religious education themes. However, while pupils generally made satisfactory progress in lessons seen, they are not making the expected progress over time in religious knowledge and understanding because there is insufficient coverage of the curriculum.

104. Pupils in Key Stage 1, have some knowledge of stories from different religious traditions and are familiar with some stories from the Bible, such as the Good Samaritan. Many of the themes enable them to discuss moral and social issues and by the time they are in Year 2 they are expressing their views confidently. They learn about the religious festivals in the calendars of Christian and other faiths and during the inspection Year 1 and 2 classes discussed what happened at weddings. There was little difference in content between the year-groups. In classes where the teachers have sound subject knowledge, the discussion enabled pupils to reflect on why people wear special clothes or celebrate with food and parties. In other classes pupils made limited progress because the discussion was at a low level about the foods we like. Overall, pupils are not building on their knowledge of religious symbolism, terminology or ideas in a systematic way. This is mainly because the programmes of work for each term are not planned to meet the objectives of the syllabus or to build on pupils' knowledge and understanding of religious issues. Pupils who have special educational needs and those who learn English as an additional language make satisfactory progress in lessons when taking account of their previous learning. The curriculum is enhanced by visits to places of worship. For example, Year 2 have visited the local church and a Hindu Temple.
105. The majority of pupils are well behaved and attentive during lessons. Pupils usually listen to each other during discussion, for example, a pupil talked about her own experiences of a Hindu wedding. Most pupils are willing to answer questions and offer opinions, for instance, when they shared information about their families in Year 2. Several made thoughtful contributions. They enjoy looking at family photographs of weddings. There are a significant minority who behave inappropriately and are unwilling to participate fully in the lessons as was apparent in the restlessness observed during a Year 1 lesson about different wedding celebrations.
106. Overall, the quality of teaching is satisfactory. Most teachers are skilful at questioning and keep the pupils focused and interested in what is being discussed. They use pictures and artefacts effectively to stimulate ideas. Teaching is most effective where staff have sound knowledge of the subject. Here, lessons are planned effectively to enable the pupils to recognise differences and relate these to everyday experiences. In several classes, subject knowledge is weak leading to discussions of limited value. Many lessons are very short in duration and sometimes do not provide sufficient time for useful conclusions. The use of collective worship and lessons on personal, social and health education supports pupils' understanding as well as their spiritual, social and moral development. These make a satisfactory contribution to religious education. Pupils' individual needs are met and the caring approach builds up pupils' confidence and self esteem.
107. The co-ordinator is aware that at present religious education does not meet the statutory requirements of the locally Agreed Syllabus. Currently, the whole school is following up the themes planned for Collective Worship. This does not ensure continuity and progression in learning through the year groups in religious education. The co-ordinator has produced a useful policy and a scheme of work is targeted to be introduced by Spring 2000. This is appropriately linked to the newly acquired locally Agreed Syllabus. The lack of a detailed programme of work with clear objectives for the development of pupils' knowledge, skills and understanding, results in the teachers being without practical guidance and lack of confidence when teaching. Suitable use is made of religious artefacts that are handled carefully and with respect. No assessment opportunities have been identified.

110.

Art

108. Standards since the previous inspection have been maintained and pupils make good progress over time. This is because the teaching is generally structured to build on skills within a wide variety of experiences. In the reception classes, there are daily opportunities to communicate through drawing and painting and by the time they move into Year 1, the majority of the pupils' illustrations show detail of form, for example, when drawing people. Some delightfully detailed examples are pictures of the things pupils observed when on a local walk. The self-portraits and pictures of themselves are carefully drawn. The lively pictures of families, by older pupils, include imaginative hair-styles, modern clothes and

shoes and detailed faces and hands. Art is used to effect across the curriculum, for example to draw musical instruments linked with the topic on sound and some good observational drawings of different modes of transport linked with geography. Imaginative work is often good. Examples are the illustrations of stories including 'The Listening Tree' and 'The Magic Flower Story'. In all classes, pupils experience a wide range of materials and are taught to mix colours at an early stage. They are learning to control paint quite well by the end of the key stage, particularly when using the style of known artists to influence their work. Good examples are the attractive pictures of Aboriginal 'dream-times' using oil-pastels in Year 2. Seascape pictures in Year 1 show pupils' ability to use water colours well for their age. Collage pictures are imaginative and lively because pupils are given interesting materials to use. They add details of sequins and bright, shiny papers and decorative man-made fabrics to good effect. Skills in design are also gained through printing, pattern making and three-dimensional work. When designing and making puppets and boats, pupils are becoming increasingly confident with materials. Over time, pupils are made aware of the work and techniques of famous artists; for example, in Year 2 pupils are observing the way artists achieve a sense of distance by studying the work of Pissaro. The use of the computer for design is gradually developing as they experience this medium in all classes.

109. Pupils respond with pleasure and generally try to achieve in art lessons. There are many instances of pupils showing pride in their work. In a few lessons concentration deteriorated; in one instance because the teacher worked mainly with pupils making boats; in another because the observational task was not appropriate for the age group.
110. The teaching of art is always at least satisfactory and often good, particularly where teachers have strong subject knowledge. Resources are organised efficiently and lessons have clear objectives for learning. Discussion and clear explanations ensure that pupils know what to do and often pictures of famous artists are used to effect. Pupils are generally well supported to make progress. Teachers are encouraging and there is a good balance between direct teaching of skills and allowing the pupils to experiment and create freely. Limited use is made of good quality demonstration to improve techniques. There are good links with design and technology as well as computer programs to help pupils understand the principles of designing. The most effective teaching occurs when all the children are engaged in the art activities and the teacher can support pupils effectively. In a few instances, although the teaching is generally satisfactory, pupils are not managed firmly and they waste time. Teaching was recently enhanced by a visiting sculptor who motivated staff and pupils to create from natural materials.
111. The subject is well managed. The good policy and detailed scheme of work provide full guidance for the staff. The co-ordinator effectively shares her expertise with staff through team planning, demonstrations and the monitoring of samples of work at staff meetings. The good range of resources is used well to give breadth of experience.

114. **Design and Technology**

112. Pupils make satisfactory progress overall in design and technology. This reflects the judgements made in the previous report. In Year 1 progress is often good. Pupils use waste materials to make musical instruments such as shakers. They successfully make, decorate and test carrier bags which will hold six conkers. In one class pupils are making good progress in a series of well-structured lessons. They experiment with different tools and materials using split pins, treasury tags and pipe cleaners to join paper and card. All pupils use a hole punch successfully and use scissors to cut with varying degrees of accuracy. They begin to design puppets and understand how they can make moving limbs by applying the skills they have practised. Pupils are gaining knowledge of the properties of different materials and decide, with guidance, that wood will be stronger than paper or card. In another Year 1 class pupils also made good progress as they planned and made puppet heads.
113. Year 2 pupils make generally satisfactory progress as they use a range of materials to build boats. They attempt to follow their designs, but many find that these are too detailed. Most pupils choose materials sensibly and adapt their models appropriately to improve them, but they are given too little guidance on

construction techniques while they are working. Pupils make simple models from card showing a scene in perspective, but in one lesson they had to depend on the teacher to stick the figures in place. A scrutiny of pupils' work in the previous year shows that pupils have appropriate opportunities for working with textiles. They generate designs such as homes for pets. Higher attaining pupils identify some materials to be used and their designs are labelled neatly. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. Those pupils with English as an additional language make sound progress, and, where teachers demonstrate skills carefully, their progress is good.

114. Pupils generally enjoy the practical activities and are proud of their finished work. Most pupils work with appropriate concentration and try hard to overcome difficulties they encounter while making their models. A few pupils lack perseverance, or shout across the room to gain the teachers' attention. Most pupils listen quietly while the task is explained. In one very good lesson pupils became increasingly absorbed as the teacher demonstrated different techniques for making moving joints.

115. The quality of teaching is satisfactory overall, with examples of good and very good teaching in Year 1. Where teaching is best, skills are demonstrated and explained very clearly. The teacher encourages pupils to think about the properties of different materials and makes effective links with other subjects, for example science. In some other lessons there is not enough emphasis on the teaching of specific skills and this limits pupils' progress. The organisation of activities also occasionally restricts pupils, either where they have insufficient opportunity to work independently, for example, because there are insufficient glue sticks, or because the working space is too cramped.
116. The newly appointed co-ordinator is enthusiastic and has a good understanding of the subject. The policy is due to be revised and to be linked with national guidance which the school is now following. Resources are generally adequate, neatly organised and readily accessible to all staff.

119.

Geography

117. Pupils have good opportunities to investigate the human and physical features of their surroundings. A visit to Leigh on Sea provides a valuable first hand focus. Year 2 pupils compare aspects of Leigh on Sea with their own locality. They discuss differences, for example in the houses, as well as the traditional industry of cockle selling. After a walk in the immediate area, Year 1 pupils identify aspects they like and dislike in their local area. With help, they begin to be able to suggest changes they would make. They recognise features of their locality from photographs and answer questions about them.
118. Progress is satisfactory and is broadly similar to the time of the previous inspection. Year 1 pupils are introduced to simple plans of the playground. They make class maps of imaginary places, for example a treasure island. In Year 2 pupils develop an increased understanding of map making. They are introduced to the use of symbols and begin to understand the purpose of a key. They draw satisfactory plans to show their walk through Leigh on Sea, and mark various places of interest passed. Pupils are suitably aware of more distant places, for example Australia, through studying posters and books. Higher attaining pupils are aware of the countries in the United Kingdom and can name them. Those pupils with special educational needs and those with English as an additional language make satisfactory progress because work in geography is soundly based in practical experience and supported effectively by pictures.
119. Behaviour in lessons is satisfactory overall. It is better when pupils are engaged in independent activity than when they are sitting together on the carpet. Many pupils find it difficult to take turns in speaking and call out rather than allowing others to answer. Attitudes to learning vary from class to class. When pupils become absorbed in a task, such as making their street plan of Leigh on Sea, they are so engrossed they are unwilling to leave it unfinished. In other lessons, pupils show less interest and involvement.
120. The quality of teaching is satisfactory. Teachers are clear about the purpose of the lesson and tasks are generally appropriate. Resources are used effectively and teachers build well on pupils' practical experiences. Occasionally, the use of over-complex explanations causes pupils to lose concentration. Support teachers provide valuable clarification and also give assistance with behaviour management in a few classes. Class books assembled by teachers are of good quality and, with photographs of visits, provide an effective focus in the classroom.
121. The newly appointed co-ordinator has begun to make an audit of the subject and to reorganise the resources. Resources are generally adequate although there are not enough reference books in the library. There is a satisfactory policy and the school is following national guidelines linked with the overall school curriculum plan. The subject is supported very well by educational visits.

122. History was not the focus of humanities during the inspection week and no direct history teaching was observed. No judgements can be made about the quality of teaching. The following judgements are based on discussions with pupils, scrutiny of pupils' previous work, wall displays, and discussions with the co-ordinator. There was very little evidence of pupils' written work or other recording of history.

123. Most pupils are making satisfactory progress which reflects the judgement made in the previous inspection report. Pupils know the difference between fact and fiction and are developing a sound understanding of differences between past and present. Year 1 pupils know that everyday life was different 'in the old days'. They quickly identify whether a scene portrays the past or present day. Pupils examine pictures, for example of a Victorian kitchen, and can explain differences and similarities. They recognise that a flat iron has a similar shape and purpose to an electric iron, and know that 'in those days they didn't have fridges.' Year 2 pupils can recall some detail of the lives of a few famous people. They recall seeing pictures of Braille writing and retell the story of Guy Fawkes with gruesome relish. They know that they can find out about the past from books, pictures, museums, and by 'digging things up.' Pupils with English as an additional language are making satisfactory progress as are those with special educational needs; they recognise differences between past and present in their own lives.
124. Pupils are very interested in history and are eager to talk about what they know. They enjoy describing what they know of their grandparents' lives and refer to history projects undertaken by older siblings.
125. Although no specific history lessons were observed, teachers effectively draw pupils' attention to differences between past and present. Pictures of the immediate locality and of Leigh on Sea in the past are placed alongside those of the present day. Pupils are reminded of their visit to the Heritage Centre at Leigh.
126. The newly appointed co-ordinator has made a good start on managing the subject by beginning a subject audit. The school has a satisfactory policy and has begun to follow national guidelines. Resources are limited and there are very few artefacts. Pupils, therefore, have little opportunity to make direct observations and teachers have to rely on pictures. The school library has insufficient reference books. However, the subject is supported well through visits. The quality of monitoring of the subject has improved since the last inspection.

129.

Music

127. The school has maintained the satisfactory standards reported at the previous inspection. Pupils generally make satisfactory progress in music by the end of Key Stage 1, including those who have special educational needs and pupils who are learning English as an additional language. However, pupils' skills in performing and composing music are better developed than their listening and appraising skills.
128. By the age of seven, pupils can name some instruments and clap in time to the music. In Year 1, pupils develop an awareness of rhythm and dynamics in various songs. Pupils in Year 2 further develop their musical appreciation by extending the ability to sing a song in two parts and explore sounds by using unpitched percussion instruments to create sea music.
129. Pupils have a positive attitude to music. They sing tunefully with enjoyment and learn songs by heart. They are keen to join in with practical activities, such as playing percussion instruments or doing the actions to accompany songs. They generally concentrate and behave well during lessons, although some restlessness was observed during a whole group singing session with Year 2 and a noisy exchange of instruments occurred in a Year 2 lesson. Most are confident and enthusiastic to answer questions. They are beginning to listen appropriately to others' views and particularly their performances.
130. Teachers within the school use their knowledge and experience effectively to promote pupils' skills and responses. Overall, the quality of teaching is satisfactory with some good features. There was an incidence of unsatisfactory teaching due to inadequate planning for the development of musical skills to match the needs of the pupils and insecure subject knowledge. Where the teacher has expertise, progress is good. In the best lessons seen, teachers have a secure knowledge of the subject and make good use of time and resources. Pace and content is brisk which challenges pupils of all abilities.

131. Pupils are given a range of opportunities to perform publicly. These include the Christmas and end-of-the-school year concerts, a yearly organised music festival in collaboration with another infant school and whole-school assemblies. There are no opportunities provided for pupils to learn to play musical instruments. Visits from music specialists enhance the curriculum and pupils' experience. For example, the school welcomed the visit of a four piece band which played popular tunes to the pupils.
132. The subject is efficiently managed by the co-ordinator. She is suitably experienced and knowledgeable about the subject. A comprehensive programme of study is built around an effective policy and a well-balanced scheme of work. This gives effective guidance to the teaching of skills throughout the school. The resources for music are adequate. They are well organised and used effectively. Each class has a music box with a selection of unpitched percussion instruments and there is an additional music trolley kept centrally for accessibility. Information technology programs, such as 'Musical explorer,' are used to enhance the curriculum. However, there are few pitched musical instruments.
133. There have been significant improvements since the last inspection, such as the development and use of a scheme of work. This has resulted in the sound teaching of a broad and balanced curriculum.

136.

Physical education

134. Pupils make satisfactory progress in physical education as they move through the key stage. In both years, most pupils respond willingly to instructions, understand the need to warm-up in preparation for exercise and recognise the short-term effects of exercise on the body. In gymnastic lessons, they develop control, co-ordination and balance in the basic actions and, in undertaking a circuit of activities, observe safety procedures. In Year 1, pupils, through practising basic skills, are improving their performance, both alone and with a partner. They are developing and practising a range of ways of sending and receiving a ball, throwing a ball using two hands, bouncing and catching and passing using their feet. In Year 2, pupils pursue activities that promote and develop endurance and muscular strength. They continue to develop their ball skills and are developing an awareness of teamwork and the use of space when playing games. In gymnastics, pupils demonstrate confidence in moving around the floor and on apparatus, show satisfactory spatial awareness and the importance of safety. They use space sensibly.
135. The response of pupils to their physical education lessons is satisfactory overall. Most pupils enjoy the activities and participate with enthusiasm. They try hard to do well. Pupils generally relate well to their peers and to adults and take part in the activities confidently. A significant minority of pupils find it difficult to work with others and do not respond quickly or willingly to their teachers' control cues such as a sharp blow on the whistle to denote 'Freeze!'
136. Teaching in physical education lessons ranges from good to unsatisfactory and is satisfactory overall. Most lessons are planned and organised satisfactorily with an appropriate use of resources. Lessons move along at a satisfactory pace, with, in the best cases, frequent changes of activity to motivate and keep pupils' interest. There are appropriate warm-up and cool-down exercises. Teachers recall previous activities and explain the next stage of skills in order to improve. In the best lessons, teachers demonstrate good subject knowledge, have high expectations of pupils' work and behaviour, use appropriate vocabulary and make good use of demonstrations to illustrate skills and techniques. In the small amount of unsatisfactory teaching, the teacher's control strategies during an outdoor games lesson were ineffective and expectations of behaviour and work were low.
137. Resources for the subject are satisfactory overall. The school hall, although satisfactorily equipped and of a reasonable size to allow gymnastic lessons, is less than satisfactory for these purposes due to the support pillars which run through the middle of the floor space. These present difficulties for organisation and are potentially dangerous. Good use is made of the small playground for games lessons when the large playing field, which the school shares with the junior school on the same site, is too wet. The scheme of work usefully provides teachers with detailed lesson plans and ensures appropriate

continuity and progression in the key skills as pupils move through the school. However, the recently appointed co-ordinator has clear plans for future development including the adoption of the government-recommended scheme of work.

140.
INSPECTION DATA

PART C:

140.
INSPECTION EVIDENCE

SUMMARY OF

138. The school was inspected by a team of five inspectors who spent the equivalent of sixteen and a half inspector days in the school. They observed lessons in all classes, talked with pupils, staff governors and parents and looked at pupils' work, assessment records and school documents. During their visit:

- .86 lessons or parts of less were seen;
- .pupils were observed coming in and leaving and during outside play;
- .teachers were interviewed about their responsibilities;
- .members of the governing body were interviewed during their visits to the school;
- .a meeting was held with members of the governing body;
- .a range of pupils' current and past work was scrutinised;
- .records of pupils' work and reports to parents were scrutinised;
- .the previous inspection report was studied as was the governors' action plan;
- .all school policies and schemes of work were examined;
- .29 parents attended a meeting with the inspectors;
- .112 parents' questionnaires were returned, read and analysed;
- .literacy hours and mathematics were inspected in all classes.

INDICATORS

DATA AND

142. **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 | 224 | 0 | 73 | 34 |
| Nursery | 38 | 0 | 3 | 0 |
| Unit/School | | | | |

143. **Teachers and classes**

143. **Qualified teachers (YR – Y2)**

| | |
|--|----------|
| Total number of qualified teachers (full-time equivalent): | 12. |
| Number of pupils per qualified teacher: | 18.7 : 1 |

143. **Education support staff (YR – Y2)**

| | |
|--|-----|
| Total number of education support staff: | 9 |
| Total aggregate hours worked each week: | 212 |

| | | |
|------|---|----------|
| 143. | Qualified teachers (Nursery school, classes or unit) | |
| | Total number of qualified teachers (full-time equivalent): | 1.2 |
| | Number of pupils per qualified teacher: | 31.2 : 1 |

143. **Education support staff (Nursery school, classes or unit)**

| | |
|--|------|
| Total number of education support staff: | 4 |
| Total aggregate hours worked each week: | 75.0 |
| Average class size: | 24.9 |

143.

144. **Financial data**

| | |
|--|-----------|
| Financial year: | 1998/1999 |
| | £ |
| Total Income | 573,113 |
| Total Expenditure | 587,297 |
| Expenditure per pupil | 1,919.27 |
| Balance brought forward from previous year | 54,860 |
| Balance carried forward to next year | 40,676 |

145. PARENTAL SURVEY

Number of questionnaires sent out: 339

Number of questionnaires returned: 112

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 | 54 | 44 | 2 | 1 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 47 | 46 | 4 | 4 | 0 |
| The school handles complaints from parents well | 26 | 47 | 21 | 5 | 1 |
| The school gives me a clear understanding of what is taught | 38 | 52 | 6 | 3 | 1 |
| The school keeps me well informed about my child(ren)'s progress | 41 | 46 | 6 | 6 | 1 |
| The school enables my child(ren) to achieve a good standard of work | 33 | 55 | 9 | 2 | 1 |
| The school encourages children to get involved in more than just their daily lessons | 33 | 50 | 13 | 3 | 1 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 30 | 56 | 7 | 5 | 2 |
| The school's values and attitudes have a positive effect on my child(ren) | 46 | 46 | 5 | 1 | 1 |
| The school achieves high standards of good behaviour | 37 | 52 | 7 | 4 | 1 |
| My child(ren) like(s) school | 64 | 30 | 4 | 1 | 1 |

145.

145. Other issues raised by parents

1. A significant minority of parents felt that although the school has taken good measures to improve behaviour, there were some disruptive pupils who were not being effectively managed. These were disturbing the work for other children. Parents strongly expressed their dislike of the new format for reporting progress to parents at the end of each school year. However, they had expressed their views to the headteacher and were confident that she would make the necessary changes.