

# **INSPECTION REPORT**

**Windmill First School**  
Oxford

LEA area: Oxfordshire

Unique Reference Number: 123047  
Inspection Number: 186760

Headteacher: Karen Errington

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Reporting inspector: Mr Paul Baxter  
25217

Dates of inspection: 6-9 December 1999

Under OFSTED contract number: 707718

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	County
Age range of pupils:	4-9 years
Gender of pupils:	Mixed
School address:	Margaret Road Headington Oxford OX3 8NG
Telephone number:	01865 762509
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Lambert
Date of previous inspection:	January/February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Paul Baxter, Registered Inspector	Mathematics Information technology Physical education English as an additional language	Attainment and progress Partnership with parents and the community Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Staffing, accommodation and learning resources
Sally Hall, Lay Inspector		
Julia Elsley	Special educational needs Under-fives History Geography Music	
Julia Coop	Art Design and technology English	The curriculum and assessment
Colin Phillips	Equal opportunities Science Religious education	Teaching Pupils' spiritual, moral, social and cultural development The efficiency of the school

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## MAIN FINDINGS

### What the school does well

- The attainment of pupils is above the national expectation at the end of Key Stage 1 and pupils in Years 3 and 4 achieve standards which are above those expected of pupils of this age.
- Most pupils make good progress as they move through the school.
- The quality of teaching is good overall, 19 per cent of the lessons observed were very good or better, 45 per cent were good and 99 per cent were satisfactory or better.
- The leadership and management of the school are good overall and provide very good support for teaching and curriculum development.
- The school receives very good enrichment through its strong links with the community.
- The financial control and administration are very good.
- The school's emphasis on shared values, the very good provision for the pupils' social and moral development, and the very good support for pupils with special educational needs, are significant strengths which promote the pupils' very good relationships and personal development and underpin the very good ethos.

### Where the school has weaknesses

- I. The current provision and taught curriculum for children under five are unsatisfactory.
- II. Staff have received insufficient training in child protection.
- III. The use of the home-school reading logs is not effective in supporting the pupils' reading and in promoting the home-school partnership.
- IV. There are inconsistencies in the quality of presentation of pupils' work and in the way that the teachers mark this work.
- V. There are a few statutory omissions in the governors' annual report to parents and in the school's prospectus.

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

The school has shown good improvement since the previous school inspection, despite a period of significant uncertainty caused by staff absence and the subsequent retirement of the headteacher. Under the strong leadership of the acting headteacher, the school has raised the level of pupils' attainment at the end of Key Stage 1 and in Key Stage 2 and pupils' attainment is now above expectation. Standards have been raised in English, mathematics, science, religious education and design and technology and have been maintained well in all other subjects. The quality of teaching has been strengthened and unsatisfactory teaching has been reduced from 15 per cent at the time of the previous inspection to one per cent now. The pupils' relationships and personal development have been further improved and are now very good. The standard of co-ordination of subjects has been improved, as well as the role of governors, and the monitoring of teaching and the curriculum (except for children under five where there are weaknesses). Improved practice also occurs in the assessment of pupils' work, in financial planning, control and administration and in the spiritual, moral, social and cultural development of the pupils. Consequently, the school has a clear vision for the future, and all staff, including support staff, have the willingness and the commitment to build on current initiatives. The school has a good capacity for improvement.

## Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

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

Comparisons with similar schools are based on the proportion of pupils entitled to a free school meal; this may be a hard judgement on this school since not all parents have informed the school about their child's entitlement. National Curriculum tests and teachers' assessments for the period 1996 to 1999 generally show a pattern of slightly increasing attainment. Inspection evidence shows that pupils' attainment has significantly risen and is on course to be above the expectation at the end of Key Stage 1.

Pupils in Years 3 and 4 achieve standards which are above those expected of pupils of this age. The pupils' attainments are above expectation in most subjects at the end of Key Stage 1 and in Key Stage 2 and are never less than the national expectation in remaining subjects. Attainment is particularly strong in English and mathematics. Progress is at least satisfactory in all subjects in both key stages and it is good in most subjects overall. By the age of five, most children exceed the national expectations in their personal and social development and their attainment meets the national expectation in language and literacy and in mathematics. Their attainment is less secure in other areas of learning due to the unsatisfactory provision.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Satisfactory	Good	Good
Mathematics	Good	Good	Good
Science	n/a	Good	Good
Information technology	n/a	Satisfactory	Satisfactory
Religious education	n/a	Good	Good
Other subjects	Insufficient evidence	Good	Good

The quality of teaching is good overall. It is satisfactory or better in 99 per cent of the lessons observed, very good or better in 19 per cent, good in 45 per cent and unsatisfactory in one per cent. The teaching is good in both key stages. There were insufficient opportunities to judge the quality of teaching overall for children under five. However, teaching for children under five is good in personal and social development.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses*

## Other aspects of the school

Aspect	Comment
Behaviour	Good behaviour and attitudes, very good relationships and personal development.
Attendance	Satisfactory, several pupils arrive late for school.
Ethos*	Very good, a strength of the school.
Leadership and management	Good overall. Strong contribution from acting headteacher. Improved input from governors, increasingly effective contribution from key stage and subject co-ordinators. Very good support and monitoring of teaching and curriculum development.
Curriculum	Good curriculum, assessment and extracurricular provision. Unsatisfactory provision for children under five.
Pupils with special educational needs	Very good provision, a strength of the school.
Spiritual, moral, social and cultural development	Very good overall, very good moral and social development, good spiritual and cultural development.
Staffing, resources and accommodation	Good overall, satisfactory accommodation, good resources.
Value for money	Good.

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

## The parents' views of the school

### What most parents like about the school

- VI. Their children like school.
- VII. The school enables their children to achieve a good standard of work.
- VIII. The school's values and attitudes have a positive effect on their children.
- IX. They find it easy to approach the school with questions or problems to do with their children.
- X. The school encourages parents to play an active part in the life of the school.

### What some parents are not happy about

- XI. The work that their children are expected to do at
- XII. The information provided about their children's
- XIII. The behaviour of a minority of pupils in the

The inspectors fully support all the parents' positive comments. Inspection evidence shows that the school generally provides appropriate information about the children's progress in the pupils' annual reports and meetings with parents. Inspection shows that there are inconsistencies in the homework given to pupils. Inspectors find that the current use of the home-school reading books does not promote the pupils' reading and the home-school partnership effectively. Inspection shows that pupils behave well in the playground and are supervised effectively.



## **KEY ISSUES FOR ACTION**

In order to continue the successful development of the school and to bring all aspects of the school's provision to a high standard, the governors, headteacher and staff should:

Improve the provision and attainment for children under five by:

- XIV. basing the planned curriculum more precisely on all the nationally recommended areas of learning;
- XV. increasing the range of resources so that they more purposefully support children's learning and physical development;
- XVI. focusing the teaching on all the areas of learning, including developing the children's knowledge and understanding of the world and their creative and physical development so that children attain appropriate standards;
- XVII. providing appropriate opportunities for the children to have access to independent, outdoor play.

In the context of the school's many strengths, the following points for improvement should be considered for inclusion in the action plan:

- XVIII. ensuring that at least one member of staff receives appropriate training in child protection;
- XIX. reviewing the current use of the home-school reading log to ensure that the pupils' reading and the home-school partnership are promoted effectively;
- XX. promoting higher standards in the presentation of the pupils' work and improving the effectiveness of the teachers' marking;
- XXI. ensuring that the governors' annual report and the school prospectus include all the required statutory information for parents.

## **INTRODUCTION**

### **Characteristics of the school**

- 1 Windmill First School is a large school serving the needs of the community of Headington, located on the outskirts of the city of Oxford. Reception, Key Stage 1 and Year 3 and Year 4 classes are accommodated in a mixture of permanent and temporary buildings. Six of the eight classes are located in the main building, which has been upgraded in recent years. Half of the classes are above average in size, and one is organised as a mixed age class with two age groups in the class.
- 2 There are 233 pupils on roll of these: 120 are boys and 113 are girls. Children are admitted into the reception class at the beginning of the term in which they reach the age of five. Most children have attended playgroups or nurseries before they enter the school. At the time of the inspection there was one child aged under five years in the reception and Year 1 class.
- 3 There are 63 pupils with special educational needs attending the school and this is above the average found nationally. Two pupils have a statement of special educational need, two less than at the time of the previous inspection, and this is in line with the national average. These pupils have a wide range of special educational needs, which includes moderate learning disabilities and emotional and behavioural difficulties. In relation to the national picture the background of the pupils is broadly average in socio-economic terms. About nine per cent of the pupils are eligible for free school meals and this is below the national average. In relation to the average found nationally, a high number of 22 pupils come from ethnic minority backgrounds or from homes where English is not the first language. The attainment of the children on entering the school varies considerably, but, broadly, it matches that expected

nationally for four-year-olds.

- 4 The school has an agreed statement of aims, which are encapsulated in the following mission statement: 'The purpose of our school is to provide quality teaching and learning which responds to the unique educational needs of each child and encourages the development of high self-esteem. A purposeful, stimulating, happy working atmosphere is fostered within a caring community.'
- This is underpinned by a new policy on values, which has been agreed by the whole school community, and which encourages children to actively reflect on fundamental core values such as love, peace and respect.
- 5 Within the school development plan the headteacher has identified the following areas for development during 1999-2000:
- XXII. Improve the quality of the teaching and learning by implementing the National Literacy and Numeracy initiatives;
  - XXIII. Raise standards by promoting a school ethos which is underpinned by core values that support the development of the whole child as a reflective learner;
  - XXIV. Achieve school targets in English, mathematics and science, and improve the 'value' added by the school;
  - XXV. Manage the budget cycle effectively to ensure 'value for money.'
- 6 The school has set specific targets for the year 2000:
- XXVI. 74 per cent of pupils to achieve level 2b or above in reading by the end of Key Stage 1.
  - XXVII. 77 per cent of pupils to achieve level 2b or above in writing by the end of Key Stage 1.
  - XXVIII. 75 per cent of pupils to achieve level 2b or above in speaking and listening by the end of Key Stage 1.
  - XXIX. 75 per cent of pupils to achieve level 2b or above in mathematics by the end of Key Stage 1.
  - XXX. 90 per cent of pupils to achieve level 2b or above in science by the end of Key Stage 1.

Note: level 2b is the middle of the expected level 2 range for pupils aged seven years. These targets are higher than the targets set nationally for pupils of this age.

• **Key indicators**

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	35	28	63
	(98)	(27)	(34)	(61)

• <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	27(20)	28(25)	27(22)
	Girls	25(32)	26(33)	25(30)
	Total	52(52)	54(58)	52(52)
Percentage at NC Level 2 or above	School	83(86)	85(95)	86(85)
	National	79(77)	83(81)	86(85)

• <b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	28(24)	28(22)	33(25)
	Girls	32(33)	33(32)	31(33)
	Total	60(57)	61(54)	64(58)
Percentage at NC Level 2 or above	School	84(93)	86(89)	92(95)
	National	81(81)	85(85)	86(86)

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.4
	Absence	National comparative data	5.7
	Unauthorised	School	0.4
	Absence	National comparative data	0.5

• **Exclusions**

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

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	19
	Satisfactory or better	99
	Less than satisfactory	1

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

· **PART A: ASPECTS OF THE SCHOOL**

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

· **Attainment and progress**

- 7 This year's National Curriculum tests and teachers' assessments at the end of Key Stage 1 show that the pupils' attainments are in line with the national average in reading, writing, mathematics and science. In relation to the standards found in similar schools, these results were average in writing, mathematics and science and below average in reading. The results generally continued the pattern of slightly rising standards, but a pattern of differing attainments between the cohorts tested continued over the period 1996 to 1999. A pattern of girls significantly outperforming boys in reading and writing is also apparent. Over this period, the teachers' assessments generally matched the test results, except in reading, where the teachers predicted that fewer pupils would achieve level 3, the above average standard.
- 8 The inspection evidence, which includes and examination of the assessments of the children's attainments on entry to school, shows that their attainments on commencement of full-time education in the reception class are broadly in line with those found nationally for children of this age. Most children under five make satisfactory progress overall. By the age of five, most children have exceeded the desirable learning outcomes in their personal and social development and have met these expectations in their language and literacy and in their mathematical development. As a result of inadequate provision, attainment is below average in their knowledge and understanding of the world and in their creative and physical development by the age of five. Most children enjoy looking at books and with support can re-tell favourite stories and talk about nursery rhyme characters. Many can talk about events at home and about their toys and their friends. Their writing skills and letter recognition are at an appropriate stage of development. Most children can count, a few up to ten; their mathematical vocabulary matches that expected nationally for children of this age.
- 9 The inspection shows that by the time they leave the school, the pupils' attainments in Key Stage 2 are above the standards expected nationally of pupils of this age. As a result of strong leadership, improved teaching and curriculum planning, standards have risen in both key stages, despite a period of uncertainty caused by staff illness and subsequent retirements.
- 10 Inspection evidence shows that the pupils' attainments at the end of Key Stage 1 are above the national expectations in all aspects of English and in mathematics and science. The pupils' attainments meet the expectations of the locally Agreed Syllabus in religious education and are in line with the national expectations in information technology. The pupils' attainments are above the expectations in art, design and technology and in history and meet the standards expected nationally of pupils of this age in all remaining subjects.
- 11 The inspection evidence shows that in Key Stage 2, the pupils' attainments in English, mathematics, science, art, design and technology and physical education are above those expected nationally of pupils of this age. The pupils' attainments in religious education are on course to exceed the expectations of the locally Agreed Syllabus in religious education by the end of the key stage. The pupils' attainments in information technology, and in all remaining subjects, meet the standards expected of pupils of this age.
- 12 These findings represent a good improvement of standards in English, mathematics, science, religious education and in design and technology, in both key stages, since the previous inspection and show that standards have generally been maintained well in all other subjects. Literacy and numeracy strategies are being implemented well and the improved use of assessments of the pupils' work to target new learning also has a positive effect on pupils' attainment. A strong and consistent emphasis on the teaching of values within personal, social and moral education is having a beneficial effect on the pupils' attitudes to learning and is helping to raise standards. The school is monitoring closely the achievement of the boys

compared to the girls and is ensuring that the pupils' needs are carefully met. As a result, no significant differences in attainment between the boys and the girls were evident during the inspection.

- 13 The school has set challenging targets in English, mathematics and science for pupils to attain by the end of each year. The targets at the end of Key Stage 1 in the year 2000 bear due regard to the significant proportion of pupils with learning difficulties in this year group. These targets and those set for pupils in Year 4, represent higher standards than those expected nationally for pupils of this age, and reflect the school's rigorous and effective efforts to continue to raise standards. Inspection evidence shows that the pupils are well on course to attain these targets.
- 14 Most children make good progress overall, as they move through the school. Most children under five make good progress in their personal and social development. Progress is satisfactory in literacy and language and mathematics, but, due to the incomplete provision, most children make unsatisfactory progress in developing their knowledge and experience of the world and in their creative and physical development. Transition into Key Stage 1 is effective and, due to the well-planned curriculum and good teaching, most pupils build well on their previous learning and make good progress overall through this key stage. Most pupils make good progress in all aspects of English, and in mathematics, science, religious education, art, design and technology and history through this key stage. Most pupils make satisfactory progress in information technology and in all other subjects. The effective implementation of the National Literacy and Numeracy Strategies is having a positive effect on the pupils' progress. Pupils with special educational needs and pupils who have English as an additional language receive sensitive and effective support and also make good progress through this key stage. Generally progress through this key stage has improved since the previous inspection.
- 15 By the time they leave the school most pupils have made good progress in Years 3 and 4 in Key Stage 2, and many pupils are beginning to take an ownership of appropriate elements in their learning, and this improves progress further. Inspection shows that most pupils make good progress in English, where the National Literacy Strategy is implemented successfully, and good progress in mathematics, where the National Numeracy Strategy is also developed well. Progress is good in science, religious education, art, design and technology, music and physical education. Most pupils make satisfactory progress in information technology and progress is satisfactory in all remaining subjects in this key stage. Pupils who have English as an additional language receive specialist support and make good progress. Pupils who have special educational needs receive additional help and make good progress towards the targets set for them in their individual educational plans. Progress has been maintained in information technology, geography and history and has been improved, in all other subjects in this key stage, since the last school inspection.
- 16 The pupils' developing numeracy skills are used and extended effectively in other subjects, for example by using time lines to record the passage of time or by recording the distances travelled by toy cars on graphs when measuring the force of friction. The pupils' literacy skills are used and extended when researching the Ancient Greeks and by writing their own strategies for solving problems in mental mathematics. Information technology is used effectively to support the pupils' writing, but its use to develop the pupils' data handling is less effective at this time. The pupils' personal development is very good and this is supporting their progress well.

· **Attitudes, behaviour and personal development**

- 17 The personal and social development of the under-fives is good. Most children share equipment, use resources well and take turns. They are learning these attributes well and are independently developing their social skills appropriately. They are co-operative with each other and many of them are keen and eager to learn. Children under five behave well.

- 18 The pupils' attitudes to learning are generally good, and make a positive impact on their standards of attainment and progress. The previous inspection report stated that pupils sometime struggled with problem solving. The pupils' skills have improved in this area, particularly in science, and they now respond well to the challenge of generating ideas and solving problems. Pupils are often enthusiastic about their work and well motivated. They usually listen attentively to their teachers and are keen to answer questions. However, when teachers spend too long talking, for example, some pupils who have been sitting on the carpet and required to listen for long periods lose concentration and distract other pupils. Pupils are able to select equipment and use it responsibly. They are developing their skills in private study well and enjoy researching, for example in history and geography.
- 19 The pupils' behaviour is generally good and this judgement reflects the findings of the previous inspection report. The school operates as an orderly community and most pupils behave well in lessons. However, a few pupils have a tendency to call out instead of putting up their hand. Pupils generally behave in a proper manner in collective worship. However, on one occasion seen a very small number of pupils lost concentration and behaved inappropriately during a long, sharing assembly. Most pupils behave well in the playground and during wet lunchtimes. There have been no exclusions and no evidence of bullying was seen during the inspection. Pupils generally show due respect for property and the environment. Pupils who have English as an additional language are integrated successfully and show good attitudes to learning and to others. Pupils with special educational needs, including a few with specific behavioural needs are well supported and also respond positively.
- 20 Relationships throughout the school are very good, and are a major strength of the school. Pupils are friendly and polite to each other and sensitively support their peers in lessons. They co-operate well with each other, and work well together in groups. There is a good degree of racial harmony, and pupils enjoy socialising at lunchtime. They have good relationships with adults working in the school, and know that they can turn to them for help and support. As a result of the mutual respect that has been built up between teacher and pupils, pupils were seen supporting their teacher well in an information technology lesson. They are polite and friendly to visitors and talk to them with confidence.
- 21 The personal development of the pupils is very good, and is another strength of the school. Older pupils are particularly mature. Pupils are eager to take responsibility and enjoy helping in the classroom and around the school. They take part in collective worship, speaking clearly and with confidence. Members of the school council are enthusiastic about their work, and have made constructive changes to the lunchtime activities and eating arrangements. Pupils respond well to the notion of focusing on a different value, such as 'honesty', each month. During the inspection the pupils were able to express their feelings on the theme of 'honesty', and listened well to what others had to say. Older pupils benefit from a residential visit and develop their social skills productively. They take part in extracurricular activities with enthusiasm, for example a good number of pupils have joined the orchestra. Pupils make positive contributions to the life of the community through fundraising and other activities such as singing at a local hospital.

· **Attendance**

- 22 The pupils' attendance is satisfactory, and this judgement broadly reflects the findings of the previous inspection. The parents said that the vast majority of their children liked school. The attendance rate for 1997/8 of 94.4 per cent is in line with the national average, and the unauthorised attendance rate for 1997/8 of 0.1 per cent is below the national average. Pupils' attendance has a positive effect on attainment and progress.
- 23 Lessons generally start and finish on time. At the time of the last inspection, punctuality was good, but now a significant minority of parents is not ensuring that the children arrive at

school on time. These pupils are missing an important start to the school day which hinders learning to some degree.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

- 24 The overall quality of teaching in both key stages is good. Insufficient evidence was available during the inspection to make an overall judgment about the quality of teaching for the under fives, but the teaching of language and literacy is satisfactory, and the teaching of mathematics and of personal and social development is good. A fifth of the lessons observed during the inspection were very good or excellent and about two-thirds were good or better. Almost all were at least satisfactory.
- 25 The teachers throughout the school are secure in their knowledge and understanding of most subjects of the curriculum, and as a staff team they share considerable subject expertise and experience. All teachers work hard in preparing their lessons within the overall planning scheme for the school, and the teachers are usually clear about the purpose of each lesson. The quality of lesson planning is good overall, and teachers throughout the school generally make good use of the technique of sharing the intentions for lessons with the pupils in order to encourage them to reflect on their own progress. The teachers generally provide good explanations of the tasks required of the pupils, and their planning takes careful account of the range of capabilities in each class. There is a good pace to most lessons, which is achieved often by the planning of short, timed tasks, the regular completion of which provides pupils with a sense of achievement as well as ensuring a brisk pace. All teachers use a good range of questioning skills, set high expectations of work and behaviour and also reinforce learning when they review work with the pupils. The teachers know and manage pupils well, and all value their contributions, encouraging pupils of differing prior attainment to become confident in their oral response.
- 26 Throughout the school, the teachers adopt a good range of approaches to classroom organisation, and class, group and individual working are used appropriately to suit different tasks. The teachers are well supported by the learning support assistants, parents and other voluntary helpers, who make a valuable contribution to learning. Time and available resources are used effectively to support the pupils' attainment and progress.
- 27 In the most effective lessons, such as a literacy session in Year 4 and a range of other lessons across the school, the teachers' organisation and subject knowledge were very good. The teachers engaged the pupils' interest fully, providing high expectations for work and behaviour for pupils of all attainment levels. In these lessons, the teachers monitor the pupils' progress carefully as they work. They know when to intervene and challenge the pupils by asking carefully considered questions to develop their understanding and knowledge. The teachers communicate their enthusiasm for the subject to the pupils, and their clear knowledge and understanding give them confidence to teach imaginatively and to inspire the pupils to respond at a high level to the experiences offered. In the few instances where aspects of teaching were less than satisfactory, there was a lack of clarity about the learning objectives, and the pace and challenge lessened, reducing the effectiveness of the lesson and learning.
- 28 The National Literacy Strategy has been introduced well. Arrangements for the teaching of the National Numeracy Strategy are also well in hand. Throughout the school, the teachers have a good knowledge of the requirements of the National Curriculum, and this is evident in their planning. They undertake regular informal assessment of the pupils' work, which is marked regularly, and occasionally indicates how improvement can be made, but there are variations between teachers in the written comments they make and in their expectations about standards of presentation. More detailed formal assessment takes place on a regular basis in English, mathematics and science, and the teachers use these effectively to identify



future learning. The teachers complete careful records of pupils' progress in other subjects, although in some subjects, such as religious education and history, the clearer identification of appropriate forms of assessment is planned.

- 29 The quality of teaching for pupils with special educational needs is good and this has a positive impact upon their attainment. Pupils with special educational needs receive effective support in class, and where necessary, individually from learning support staff: for example, for reading recovery activities, where pupils are withdrawn to allow them the quiet space and opportunity to concentrate without disruption. Activities are planned with due regard to the pupils' other work and work is matched well to the pupils' prior attainment to ensure the maximum effectiveness of this additional support. Pupils who have English as an additional language are well supported in class and also receive good quality specialist teaching support. This helps considerably with their acquisition of literacy skills.
- 30 Homework is set regularly, and a majority of parents is satisfied with the provision. All pupils take home reading books on a regular basis and many have spellings and multiplication tables to learn. Older pupils are given further work to do, such as research and other activities, and all teachers value the work pupils have done at home, but there are some variations between classes in the amount and frequency of homework given. There has been clear improvement in the overall standards of teaching since the previous inspection.

#### **The curriculum and assessment**

- 31 The curriculum for the under fives is unsatisfactory. Current planning documentation is based on Year 1 of the National Curriculum, with modifications to meet the needs of the children. Planning currently is not centred on the Desirable Outcomes for Learning for children under five in either the medium or short-term. Such plans that were available to the inspection team did not encompass planned investigations, or opportunities for structured play. It is a concern that further planning for under fives is not included in the school development plans for the years 1999 to 2001 as an area to be addressed. There is no specific policy document for the under fives, and no inclusion is made in the school brochure detailing the curriculum that the under-fives will follow.
- 32 The taught curriculum in Key Stage 1 and Years 3 and 4 in Key Stage 2 is good. It is broad and balanced and relevant to the needs of the pupils. There are now policies and a scheme of work in place for all subjects and areas which is an improvement since the time of the last inspection.
- 33 Appropriate emphasis is placed on developing pupils' literacy and numeracy skills. The recent introduction of the Values and Personal, Social and Health Policies, where teachers and children focus on a different value each month, is used effectively to promote a caring ethos in the school. This very good ethos is evident in the good behaviour, polite manners and quality of the relationship between all staff and pupils in the school, seen during the inspection week. These policies support the development of the children as reflective learners.
- 34 The governing body has ensured that sex and drug awareness education is taught sensitively through the values and personal, social and health education policies. Visits to the Chiltern Open-Air Museum and Victorian classroom in Katesgrove have supported and extended the curriculum and aided pupils' development by widening their experience. Special events, for example a 'Museum day' where pupils displayed their work in design and technology, have extended the opportunity for parental involvement. The values policy provides good opportunities to develop responsibility, as does the 'School Council', which promotes a mature attitude in pupils and makes a significant contribution to learning and promoting positive attitudes.
- 35 Equality of opportunity is generally good, except in the provision for children under five which is unsatisfactory and restricts their curricular opportunities. In Key Stage 1 and Years

3 and 4, all teachers are aware of the need to provide equality of opportunity for pupils. An improved and beneficial range of extracurricular activities, for example football for boys and girls, a morning girls' technology club, and a gardening club supplements the curriculum and has improved provision for equality of opportunity in the school. Girls are increasingly taking advantage of these opportunities, and boys have the opportunity to develop confidence in reading through extra support from local visiting sixth form male students.

- 36 The provision for pupils with special educational needs is very good overall and is a strength in the school. The pupils' needs are targeted carefully in individual educational plans and there is a strong and effective focus on literacy and numeracy. The school complies fully with the Code of Practice for children with special educational needs. Appropriate work is planned for pupils on all stages of the special needs register. The school receives support from a range of outside agencies, and this is targeted effectively. Pupils who have English as an additional language benefit by the recent appointment of a support teacher, who works closely with class teachers to support and develop pupils' language skills.
- 37 All children's capabilities are assessed on entry to the school and the information provided is used effectively to identify the children's needs. However, other than the annual reports to parents, teachers' assessments for the under-fives are not based on the Desirable Learning Outcomes, which is a weakness. Currently assessment for the under-fives in the areas of language and literacy, mathematics, knowledge and understanding of the world and creative development is inappropriately recorded under National Curriculum levels relevant to the later stage of development at Key Stage 1.
- 38 A positive feature in the school is the setting of individual pupil targets in Year 1, which is used effectively to promote individual pupils' achievement and enables teachers to monitor the individual pupil's progress. Overall, long and medium-term planning is thorough and ensures that pupils can build on previous learning. Good curriculum links are drawn between subjects, and this is supportive of learning in all areas of the curriculum. This is an improvement since the last inspection. Teachers meet regularly and discuss planning purposefully in all subjects and this method is used effectively, especially in mathematics, English and science. Accurate teacher assessment ensures that effective targets are set in these subjects and that activities are matched to the pupils' needs. The specific needs of pupils with special educational needs are regularly assessed in relation to the targets for improvement in their individual educational plans. These are effective systems which have a beneficial effect on the pupils' progress.
- 39 Data from other standardised tests and from National Curriculum tests and teachers' assessments are now used effectively to target appropriate action and to promote improvement. All teachers maintain good records of individual pupil's achievement. Effective long, medium and short-term planning is in place in all subjects. However, occasionally, there are inconsistencies in the teachers' short-term planning and specific learning objectives are not always clear.
- 40 Reporting pupils' progress to parents is good overall. From the scrutiny of the pupils' work, it is evident that there are inconsistencies in the quality of marking by teachers and the differing quality of the presentation of the pupils' work across the school. These inconsistencies reflect adversely at times on the progress made by pupils. The senior management team is monitoring these aspects but there has been insufficient improvement since the previous inspection. Overall, however, the procedures and practice of assessing the pupils' work and for the recording of their progress have been improved since the previous inspection.

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

- 41 The provision the school makes for the pupils' spiritual, moral, social and cultural development is very good and is one of its particular strengths. The school is making better provision now for the spiritual development of its pupils than at the time of the previous

inspection. The many opportunities provided for the pupils' personal development help to enrich the quality of education and standards of achievement.

- 42 The pupils' spiritual development is fostered well in assemblies and throughout the curriculum. The acts of collective worship are thoughtfully prepared and provide a worthwhile educational experience, to which the pupils respond very well. They listen well, sing with enthusiasm and respond thoughtfully to the important themes that are followed. Circle time promotes positive relationships and enhances the pupils' spiritual understanding as they learn to express and share personal feelings. In religious education, pupils learn about beliefs and the ways in which people express them. The most significant development, however, has been the introduction of the regular consideration of values, through which the pupils are encouraged constantly to reflect on what they are doing in lessons and all areas of school and personal life. There are many opportunities for pupils to reflect on the wonder of the world they are discovering in subjects such as art, science and poetry, and the teachers are alert to the possibilities these offer to encourage the pupils' spiritual development.
- 43 The school promotes the pupils' moral development very well. Teaching and non-teaching staff set a good example by valuing the pupils' ideas, celebrating their achievements and fostering positive values. This creates an atmosphere within which the pupils' moral development is fostered, and the clear moral ethos of the school underpins teaching throughout the curriculum. Moral issues are covered in the curriculum and pupils are taught to understand the difference between right and wrong. The pupils' moral development is supported by the well-established behaviour policy and by the regular reinforcement of positive attitudes.
- 44 Very good provision is made for the pupils' social development. The positive, caring ethos of the school promotes very good relationships. Careful attention is given to the teaching of social skills, particularly for the youngest children. Adults who work in the school, including parents and other volunteers, provide good role models of social and personal behaviour. The opportunities for residential and other visits throughout the school make a strong contribution to the pupils' social development and awareness. Opportunities for musicians to perform for community groups enhance their social awareness. The aim of the school to give pupils responsibility is well fulfilled in practice and there are many opportunities for pupils to contribute to the life of the school community. All pupils are expected to take responsibility for class routines, pupils in Key Stage 2 have the chance to serve on the school council, and the oldest pupils have a wide range of whole school responsibilities, which they take very seriously. The pupils are encouraged to work collaboratively and develop initiative in lessons. The social development of pupils with special educational needs is very good. This is largely because teachers and other adults work hard to ensure that the pupils benefit from their opportunities to enjoy full access to all activities provided by the school.
- 45 The school makes good provision to extend the pupils' knowledge of their own and other cultural traditions. The pupils' cultural experiences have been enriched, for example, by a visit from a professional illustrator, and through their involvement in a range of visits to places of historic and educational interest. Their cultural development is also encouraged by the regular contact they have with the work of great artists. The pupils learn about cultural diversity through, for example, their work in religious education, the thoughtful use of visitors, their study of life in Pakistan and their work in art. They also gain insight from the work they do in literacy, in which they encounter stories from several cultures.

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

- 46 Overall, the school's work in supporting and guiding its pupils has a positive impact on the standards achieved. The school's arrangements for pupils' welfare are generally satisfactory.
- 47 The school is successful in fulfilling its aim to be a happy and caring place. Staff know the pupils well and value them as individuals. The main responsibility for providing support is conscientiously undertaken by the class teachers. Other adults, including support staff, lunchtime supervisors and the office staff make significant contributions in caring for pupils. Some parents were concerned about the level of supervision at lunchtime. The inspection team judged the supervision of pupils before school, at break and at lunchtime to be well managed, and of an appropriate level. Pupils who have English as an additional language are integrated well into lessons and their needs are met successfully. Pupils who special educational needs are suitably supported in classrooms or are withdrawn for special additional support. Detailed records are kept of the pupils' progress and needs, and these procedures are beneficial to their personal development. Through established links with local nurseries, new children are sensitively introduced into the school community. Transfer arrangements for Year 4 pupils are good, and involve pupils visiting the adjacent middle school prior to moving on.
- 48 The school's procedures for monitoring academic progress and personal development are good. The school keeps detailed records of pupils' attainment. The school is establishing beneficial systems to set short-term academic and social targets for pupils. Pupils' annual reports included details of how pupils can improve their work.
- 49 The school's measures to promote discipline and good behaviour are good, and the school generally operates as an orderly community. The ethos of good behaviour is reinforced in lessons, in assemblies and by the examples of adults working in the school. These are underpinned by a sound behaviour policy which emphasises the rewarding of good behaviour. Each class teacher has her own system of rewards such as stamps and stickers. All are generally used successfully in achieving good standards of behaviour, and sanctions are effectively applied. The behaviour policy includes an anti-bullying appendix, but the written guidelines on how pupils themselves should deal with bullying are not in line with current school practice. Incidents of anti-social behaviour are dealt with effectively.
- 50 The procedures for monitoring and promoting good attendance are generally satisfactory. The school follows up unexplained absences and the good links established with the educational social worker have resulted in improved attendance. The school does not have an attendance policy, and teachers are not always consistent in deciding which absences should be marked as unauthorised. Although the school reminds parents to bring their children to school on time, the measures are not effective in ensuring that all pupils are punctual.
- 51 The school's arrangements for promoting the health, safety and general well-being of the pupils are generally satisfactory. The school pays good attention to health and safety, and has drawn up a clear policy with detailed procedures. Governors make termly checks of the premises and a risk assessment has been carried out this year. The caretaker is vigilant of hazards, and makes daily checks of the playground and play equipment. A number of minor health and safety concerns were brought to the attention of the head teacher during the inspection. Child protection procedures are generally satisfactory. The head teacher is the designated member of staff with responsibility for child protection issues, but has received no special training, which is a weakness. A sound child protection policy ensures that all staff are aware of basic procedures. However, the guidelines do not include alternative contacts if the head teacher is absent from school, which is unsatisfactory. First aid procedures are generally satisfactory and pupils who are ill or injured receive good care and attention. No member of staff has full qualifications in first aid, but two learning support assistants and two teachers have received basic training.

## Partnership with parents and the community

- 52 The significant uncertainties and changes concerning the illness and subsequent retirement of senior staff over the past 18 months have tested the school's communication with parents. The partnership with parents remains strong, however, and as at the time of the previous inspection makes a successful contribution to the pupils' learning. Parents have most warmly welcomed recent meetings with staff to discuss the implementation of the National Literacy and Numeracy Strategies, and to consult over the 'Home-School Contract' and 'Values Education Policy'.
- 53 The school values its good partnership with parents and now consults with them before making many of the decisions which affect their children's education. The large majority of parents expresses unconditional support for the school and what it does for their children. Parents are always welcome in the school and this is particularly evident in the classes in Key Stage 1, where parents accompany their children into class each morning to support children with reading activities.
- 54 The school provides good information for parents. Regular newsletters and additional letters from teachers and co-ordinators keep the parents very well informed about the day-to-day life of the school and about events. For example, the music co-ordinator is currently sending a letter to parents seeking permission to take the members of the school choir to perform for patients in a nearby hospital. The half-termly newsletters also contain good information about what is taught to the pupils, and there was general agreement, from the parents who attended the meeting with the registered inspector, that the school is providing better information now about what is taught. Parents welcome the opportunity to discuss their children's progress following receipt of the annual pupils' reports. Most parents express their appreciation of the teachers' efforts and feel that the teachers know the children well. The pupils' annual reports are of good quality and provide detailed information about the pupils' work and progress. The prospectus and governors' annual reports to parents are well-presented and welcoming documents. They provide good quality information about the work of the school and the governing body. However there are a few omissions of statutory information and this detracts from their effectiveness.
- 55 Parental involvement in children's learning is good. Most parents welcome the increased emphasis on homework. Inspection judgement shows that this aspect of provision is developing effectively, but there is inconsistent practice across the school and this is restricting the benefit to some pupils. In the questionnaire sent to parents, several parents expressed their concerns about the use of the 'Home-School Reading Logs'. Inspectors endorse these views and find that these 'logs' are not effective and provide a one-sided approach to the home-school support of the pupils' reading. Parents who have children with special educational needs are closely and effectively involved in termly and annual reviews and in agreeing the targets in the pupils' individual educational plans; this has promoted improvement and has raised the pupils' self-esteem. The parents who have English as an additional language are supported well by all staff when they visit the school and are enabled to form an effective partnership in supporting their children's learning.
- 56 The 'Windmill School Association' is very effective in raising funds for the school and in promoting a warm and effective relationship between the school and the home. Additional computers and a music sound system are examples of the technical equipment provided by the School Association. Several parents have also helped with supervising pupils in the playground before school, with the implementation of the Numeracy Strategy, with visits and in promoting the newly established 'School Council'. A significant number of parents help in school on a regular basis, listening to readers, helping with food technology and craftwork and in organising resources. Parental support has a positive impact on the pupils' attitudes to school and helps promote the good progress made.
- 57 The very good enrichment provided by the school's links with the local and wider community is a strength of the school. The pupils benefit from a significant number of visiting

specialists, and these include: a local teacher, who is a member of the Muslim community, to work with teachers and pupils in religious education, and students from a local teacher-training college to provide additional male role-models for the boys. Other visitors include a local artist, a famous illustrator of children's books and representatives from the public services. The governors have been active in promoting a partnership with local business in support of the 'Millennium Playground Project', in extending the good quality and range of resources available in the school and in providing 'childbases' for after-school holiday clubs. The school has established very good links with nurseries and pre-school groups and promotes warm contact with new parents and children, and these ensure a successful induction into school. Productive communication with the middle school ensures a smooth transition to the next stage of learning. Good links with nearby schools support successful inter-school football, rounders and sports events. All these links have extended the opportunities available to the pupils well and have enriched their learning significantly. The school is an active and effective partner with the community and contributes well to many local organisations and charities, and the school choir is a welcomed and regular visitor to nearby hospitals.

· **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

· **Leadership and management**

58 The acting-headteacher provides a good educational direction for the work of the school. She leads by example in promoting a strong emphasis on valuing pupils and their efforts and in managing the school. In order to sustain the continued development of the school following substantial staff absence and subsequent retirement, she has developed a particularly effective management style which involves and empowers all teachers and governors, at various levels, in leadership and management strategies. There is a positive and successful emphasis on teamwork and shared responsibility, and consequently the quality of the leadership and management of the school is good overall and contributes significantly to the improving quality of the education provided. The careful way that the development of the school is planned and, in particular, monitored and reviewed, has strengthened the leadership and management as a whole since the previous inspection. The roles of senior managers, key stage and subject co-ordinators and governors and chairs of governors' committees have all been developed well. Their influence on the support and monitoring of teaching and curriculum development has raised the pupils' attainments across the school.

59 The very positive teamwork reflects the governors', senior management team and co-ordinators' shared commitment to maintaining an effective learning environment, very good relationships and equality of opportunity for all pupils. The headteacher's strong and effective management, underpinned by her sincere commitment to involve staff and to base the pupils' achievement on shared values, is shown by:

XXXI. the rigorous intention to raise standards despite the disruption caused by continued staff changes;

XXXII. the very good support and monitoring of teaching and curriculum development;

XXXIII. the careful review, analysis and improvement of the key issues for development identified by the previous inspection;

XXXIV. the successful delegation of shared responsibility to the staff and management team.

60 The headteacher is well supported by the governors and by key stage and subject co-ordinators. Teamwork is effective and this supports the implementation of the school's aims, values and policies well. The chair of governors and chairs of sub-committees have improved their organisation and effectiveness since the last school inspection. Governors are more informed by their regular visits and ensuing reports to the whole governing body. Through their committees they play an effective role in supporting and developing school policies and in identifying agreed priorities for improvement.

61 The support and monitoring of teaching and curriculum development are very good. Subject development, particularly of literacy and numeracy, has been improved since the last inspection, and co-ordinators are purposefully and effectively involved in monitoring and improving the quality of provision and pupils' achievement in their subjects. The acting headteacher has given good direction to the monitoring of teaching and curriculum planning and to supporting colleagues well in the classroom, and this has been very successful in improving the quality of teaching since the last inspection.

62 Overall, the implementation of the school's aims, values and policies is good. There is clear and strong whole school agreement in many areas, particularly in implementing the aims and the agreed 'Mission Statement' and in promoting 'Values Education Policy'; this is very effective in maintaining the good attitudes and very good relationships. However, consistent practice has not been fully achieved in the marking of the pupils' work and in the quality of the pupils' recorded work, and this is having a limiting effect on the further improvement in standards. Continued staff changes and uncertainty have made the task of identifying

priorities for development more difficult. Currently there is no specific co-ordinator for the under-fives and the improvement of the provision for children under five has not been targeted sufficiently.

63 The quality of development planning, monitoring and evaluation is good. The school development plan identifies agreed priorities well and sets clear expectations in terms of raising the pupils' achievements. Implementing the National Literacy and Numeracy Strategies, improving the planned curriculum, the quality of teaching and the resources available, have been targeted well. Senior managers, subject leaders and governors play a full part in identifying needs and in setting relevant targets for improvement. The key issues for development, identified by the previous inspection, have been included effectively in the planning cycle and this has supported improvement. The proportion of unsatisfactory teaching has been significantly reduced by the effective appointment, induction, appraisal and training of staff. The school has set appropriate attainment targets for pupils to achieve by the end of each academic year. These are carefully monitored and evaluated to ensure that provision is effective in raising pupils' attainment. This policy and practice is having a significant impact on standards throughout the school.

64 The school provides very good provision for pupils with special educational needs. The co-ordinator for special educational needs meets regularly with staff and with the designated governor for special educational needs and ensures that the Code of Practice is implemented efficiently. Learning support assistants, teachers, parental helpers and governors provide high quality support for pupils of differing prior attainment, including potentially higher-attaining pupils. All staff provide consistent and effective support for pupils who have English as an additional language, and specialist teaching is provided through the 'Ethnic Minority Achievement Grant'.

65 The school has a very good ethos, which combines strong attitudes and relationships with a purposeful and effective emphasis on achieving high standards of attainment. The staff and governors work hard to continue the positive partnership with parents and the community, in support of the pupils' education. The equal opportunity provided for all pupils is a strength, and daily acts of collective worship are warm occasions which meet the statutory requirements and enrich the spiritual development of the pupils. The school prospectus and the governors' annual report to parents are welcoming and informative documents, but they do not include all the required information. The prospectus lacks details of the school's early years policy and the governors' annual report to parents provides insufficient information concerning provision for disabled pupils and the gifts presented to the school. In all other respects the school meets its statutory obligations.

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

66 Overall, the school's staffing, accommodation and learning resources are good. Since the last inspection, the school has worked hard to improve resources and enhance the accommodation.

67 The teaching staff has an appropriate range of experience and expertise, and between them provide satisfactory coverage of the National Curriculum. A new deputy head teacher has undertaken the post of acting headteacher for the past year. She has worked hard to move the school forward and this has had a positive impact on standards. The school has suffered from a high turnover of staff, some of whom are on maternity leave. However, the appointment of good quality temporary staff has ensured that standards have been maintained. Provision for pupils with special educational needs is organised effectively by the co-ordinator for special educational needs, who works with class teachers and the learning support assistants. A specialist teacher, funded through the minority achievement grant, provides good support for pupils who have English as an additional language.

68 The learning support assistants are experienced, and they have received training to ensure effective support for all pupils with specific needs. Class teachers plan all activities, and



delegate tasks effectively to support staff. The office staff and mid-day supervisors make good contributions to the life and effectiveness of the school.

69 The school's arrangements for the professional development of staff are good. Training is related to both the priorities of the school development plan and to the needs of individual staff. Information gained on courses is cascaded down to other members of staff. Appraisal for staff, including non-teaching staff, has taken place within the last twelve months, and the headteacher is a trained appraiser. The statutory requirements for the appraisal of staff are met. The arrangements for the induction of staff, including newly qualified teachers, are good. New teachers feel very well supported by their colleagues.

70 The accommodation is satisfactory, with some good features, and generally ensures that the curriculum can be taught effectively. The school has recently improved the quality of the premises through the building of a new entrance, offices, medical room and library. However, the facilities for the under-fives are unsatisfactory. The new reception classroom allocated for the January intake is small. There is no access to a secure and separate outdoor play area, and this limits opportunities for the children's physical development. The school's accommodation, which is in good decorative order and is well maintained, is enhanced by colourful displays which celebrate pupils' work. The caretaker and cleaners work hard and achieve good standards of cleanliness. Most classrooms are of an adequate size to accommodate the number of pupils. Pupils in one detached class have to cross the playground to use the toilets. The lower hall provides good opportunities for staff to work with individual pupils, and for practical work. Useful specialist areas such as the food technology room, the music room and two libraries enable the curriculum to be taught effectively. The large main hall provides adequate accommodation for physical education, lunches and collective worship. The playground is of a reasonable size for play and physical activities. The restricted regular access to a playing field limits the range of opportunities that can be provided for physical development.

71 Learning resources are generally good and have been improved since the last inspection, when they were judged to be satisfactory. The school has addressed the shortages of equipment in science, and resources are now good. The range and quality of equipment and materials in art are very good. The resources for learning are very good in English and are good in design and technology and history, and they are satisfactory in all other subject areas. The libraries are very well stocked, and a good range of reading material is available in classrooms. The school makes good use of local amenities such as museums and a swimming pool to enhance the curriculum and to support pupils' learning.

72 Resources for under-fives are inadequate for learning in both the indoor and outdoor environments. Role-play equipment is limited, and the current equipment is of an unsatisfactory quality to promote learning. There are no bicycles, large toys or small equipment readily available to enhance their physical development; this is unsatisfactory.

### **The efficiency of the school**

73 The governing body has an effective structure of sub-committees, which helps to support governors in fulfilling their strategic role in financial planning. They are supported in this by a useful school development plan, which is focused clearly on curriculum needs, and includes appropriate costings, timescales and indications of how the success of developments is to be judged. It is carefully evaluated and the governors review the outcomes of the spending decisions they have made. Financial planning is guided by the headteacher and the school's finance officer and is of good quality, enabling the school to make clear and relevant decisions about spending, based on accurate financial information. This has been a particularly important factor as the school has adjusted to substantial changes in its management and governance in the last year. It has also enabled the school to make carefully considered provision for the deployment of the inherited carry forward element in its budget.

74 Staffing and other costs per pupil are above the national average, but the school makes good

use of all the resources available to it. There are clear lines of responsibility and, for example, subject co-ordinators have an appropriate level of delegated responsibility for identifying needs within their own subject areas. Teachers and other staff are well deployed. Learning support assistants have a key role in the school, are well involved in all the classes in which they are used, and clearly help to enhance the learning of pupils throughout the school. The equipment, books and other learning resources available to the school are well deployed and are well cared for. Efficient use is made of the school's accommodation and of the time available in and beyond the school day.

75 Systems of financial control are very good. Responsibilities are clearly defined, and administrative support is very good. Routines and procedures in school are carried out efficiently and unobtrusively. They support the central purpose of the school and release teachers to focus on pupils. The most recent audit was undertaken before the last inspection and found that financial procedures were of a high standard. Funds received by the school for training or for the support of pupils who have special needs are all appropriately identified and are used very effectively. The school is very efficient in the way it organises the provision and utilises the funds for pupils with special educational needs and also for pupils who have English as an additional language. It makes good use of its links with external agencies and keeps careful records of the pupils' educational progress. It deploys its staff and resources well to meet the needs of these pupils.

76 The school promotes positive attitudes to learning and good behaviour. By the time they leave the school, the pupils' levels of attainment are currently above the levels expected for pupils of the same age in other similar schools in English, mathematics and science, and there are clear indications of improvement in almost all subjects. The pupils' levels of attainment on entry to the school and the socio-economic backgrounds from which they come are broadly in line with national averages. Although costs per pupil are above the national average, given the good progress pupils make through the school and the good quality of the education they receive, the school provides good value for money.

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

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

77 Children start school on a part-time basis in the term in which they are five. In September 1999, there were only four children aged under five who entered the school and these children are currently placed in a Year 1 class until January 2000 when they will join another group of children of similar age in a newly formed reception class. At the time of the inspection there was only one child aged under five in the class. The children's attainment on entry to school is broadly in line with that found nationally for children of this age. However, this does vary considerably on the overall intake of pupils during the course of an academic year.

78 By the age of five, the current children's overall level of attainment is in line with that expected of pupils of similar ages in their spoken language and literacy skills and in mathematics. Attainment in their personal and social development exceeds that expected by the age of five. The children's attainment in knowledge and understanding of the world, creative development and physical development is below that expected nationally of children of this age, due to the unsatisfactory provision in these areas of learning. Most of the work scrutinised, for example, in knowledge and understanding of the world was based on projects which were focused on the National Curriculum programmes of study for Year 1 in history and science, and indicated insufficient emphasis in the required areas of learning.

79 In the children's personal and social development, the staff have given a high priority to the development of an awareness of the needs and feelings of others, especially for those for whom English is an additional language. As a result, most children make good progress in this area of learning and exceed the national expectation by the age of five. Children are

encouraged to develop sensitivity to the values of others. In the current group of children there are no children identified with special education needs. During the days allowed for the children to meet their new peer group they were also given the opportunity to establish relationships with adults outside their family. They were aware of how they could help and be kind to others, to show the new children, for example, where the hall is, or where the toilets are. In the class session observed, the children listened to each other, took turns and shared fairly. Most children behave well and show respect for those about them. They treat property with care. The children co-operate and work well together. The sharing time when listening to a story, for example, reinforced socially acceptable behaviour. The children are taught well in this area of learning and good opportunities are provided for them to gain personal independence, for example taking the attendance register to the office, or clearing away the paint pots and cleaning the brushes when they have finished their task. Children are confident when coming to school. They enjoy their learning and work well as a part of a group or independently. Staff show a very caring and sensitive approach to the children, they also have very good relationships with parents.

- 80 Children make satisfactory progress in language and literacy and their attainment matches that expected nationally of children aged five. A major part of the work of the school focuses on supporting the development of spoken English and listening skills and the teaching is satisfactory. During the course of the Literacy Hour for Year 1, some of the work is adapted to meet the needs of the children under five, and they are making satisfactory progress in the development of their linguistic and literacy skills. Children are beginning to speak clearly and confidently to each other and to adults. Discussions with adults, individually and at group times, are stimulating and enrich their spoken language. In the current intake there are no children identified with special educational needs but the children for whom English is an additional language are well supported to ensure they can participate fully in these sessions. The majority of children listen and respond well to the teacher's questions. All pupils enjoy books and reading. Stories are a source of pleasure and children have a growing understanding of the written word. Most of the children have already begun to read some words, sentences or recall the story competently. They know the author of a book and that a story has a beginning, middle and end. Early attempts at writing are satisfactory and many children are beginning to understand that marks, words and letters convey meaning. One child can write simple words confidently and competently. Suitable attention is being given to the teaching of handwriting. Children are being taught to form their upper and lower case letters correctly. Insufficient use is made of information technology to support learning. The introductions to new activities are generally clear: learning points are suitably highlighted, enabling all children to share in the adult's explanation and extend their knowledge when engaged in group activities.
- 81 Most children make good progress in mathematics and achieve the desirable learning outcomes in this area of learning by the age of five. Mathematics is suitably developed as pupils learn to sort and handle objects. The children match shapes, have become familiar with number rhymes and counting games. The quality of teaching is good and teachers use good questioning techniques and apply these sensitively. This helps the children to reflect upon their work in order to extend their mathematical thinking. Many children recognise and use numbers to five confidently and can make rotating patterns effectively. Children are developing different ways of recording information. They are suitably developing their understanding of numbers to twenty using appropriate mathematical language.
- 82 There is insufficient evidence to evaluate the quality of the teaching in the areas of knowledge and understanding of the world, creative development and physical development. The planned curriculum in these areas is based on the National Curriculum provision for Year 1 pupils and although modified in some respects it is generally inappropriate to meet the needs of the very young children. For example, the teacher's planning does not indicate how structured play can be used to support learning or how activities can be used in order for children to progressively learn through investigation, exploration, discovery or enquiry. Most of the work scrutinised, for example in knowledge and understanding of the world was based

around worksheets on both the Year 1 history and science projects. Art work for example, was a consolidation of prior learning experiences with insufficient teacher interaction to extend children's skills or techniques in colour mixing as she was busily engaged in the teaching of the religious education lesson to Year 1 pupils. The planning did not include, for example, ways in which role-play could purposefully be used to support the learning. Resources to meet the physical development of the pupils are inadequate. Children do not have access to both an indoor and outdoor curriculum as recommended in the National Framework for children aged under five. Consequently, most children make unsatisfactory progress in knowledge and understanding of the world and in their creative and physical development and do not fully achieve the desirable learning outcomes by the age of five in these areas of learning.

- 83 The quality of teaching is satisfactory in language and literacy and it is good in the areas of personal and social development and in mathematics. Teachers show good knowledge in these areas of learning and show a good awareness of the needs of young children. However, there are major shortcomings as mentioned above under the provision and planning of the other areas of learning recommended for this age group of children. The procedure for the assessment of the children's learning is unsatisfactory. Assessment of what children know, can do, and understand is currently recorded under National Curriculum levels but reported to parents under the areas of learning for the under fives at the end of the year. The assessments are not used as effectively as they could be to plan the next stage of individual children's learning and consequently do not have a sufficient impact on the children's progress. Very good relationships between all staff and pupils are well established and promote the satisfactory or good standards attained by pupils in three out of the six areas of learning. Parents and grandparents and other visitors are welcomed and given good opportunities to become involved, and this promotes both their own and their children's learning.
- 84 Areas of learning for children under five have not been given appropriate emphasis in the school's development plan; consequently provision is unsatisfactory.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

- 85 The results from the 1999 Key Stage 1 National Curriculum tests were in line with the national average in both reading and writing. Taking the performance of pupils at the end of Key Stage 1, results over the period 1996 to 1999 show a pattern of slightly rising standards, with the girls significantly out-performing the boys. In 1999, the results of the end of Key Stage 1 National Curriculum tests compared well with similar schools in writing, but were slightly below average in reading.
- 86 Inspection evidence shows that pupils are on course to attain standards which are above the national expectations in speaking and listening, reading and writing by the end of Key Stage 1. In Years 3 and 4 inspection evidence shows that the pupils' performance in all aspects of this subject are above the standards expected for pupils of this age and are on course to exceed the national expectations by the end of Key Stage 2.
- 87 Attainments overall in reading, writing, speaking and listening are above the national expectation. In Year 2, pupils' achievement is above expectations for pupils of this age and many children read with fluency and expression. However, evidence from the observations of inspectors found that some pupils are not using the phonic strategies introduced in class to decode unfamiliar words when reading books on their own. Pupils are supported effectively in their reading throughout the school. Teachers and learning support assistants offer individual or group tuition according to the pupils' needs. Often the period before morning registration

is used effectively by some parents to hear their own children read. However, various methods of recording pupils' progress are used and communication between teachers, assistants and parents is not always clear. This restricts the benefit that could be obtained to the development of pupils' reading skills. Observations throughout the inspection period show that most pupils are aware of simple punctuation, and many pupils have an awareness of speech-marks and can use commas in text by the age of seven. In a Year 2 class, pupils' acrostic poems on harvest, showed an above average understanding of vocabulary. In Years 3 and 4, attainment in speaking and listening reading and writing shows that pupils are achieving standards which are above and sometimes well above those expected for pupils of this age. For example, one pupil in Year 4 is reading 'Lord of the Rings'. Other pupils contributed to a discussion, following a class assembly about the flight of Mary and Joseph from Egypt and the relationship to recent events in Bosnia, and showed a maturity of expression above that expected for pupils of this age. Standards in spelling are generally above the national expectation, especially in Years 3 and 4 and represent an improvement since the last inspection.

- 88 Progress in this subject overall is good. The progress made by pupils in Year 2 is evident in all aspects, especially in an improved awareness of the features of a sentence observed during lesson observations. In speaking and listening, pupils are attentive and responsive and listen with improving attentiveness to teachers' and each other's ideas in all subjects observed during the inspection. They have the confidence to contribute to class discussions. The Year 4 pupils' oral contributions to a meeting of the School Council were impressive. During this meeting, pupils were not afraid to question the acting headteacher about the previous week's awards. In a Year 4 class, pupils co-operated with each other with maturity when writing, planning and rehearsing their own group plays. In all lessons observed, higher attaining pupils were challenged by the work set.
- 89 Pupils' attitudes to learning in this subject are good and have a positive effect on attainment and progress. Pupils behave well in lessons and show respect for each other, the teacher and visitors. All lessons have a busy working atmosphere and pupils work with sustained concentration. Pupils respond appropriately and quickly to the teachers' instructions.
- 90 Literacy is taught well throughout the school and the National Literacy Strategy is implemented well. As a result, standards in literacy are above average in both key stages and are rising throughout the school. In Key Stage 1 the quality of teaching is good overall and sometimes it is very good. The teaching is well planned to meet the needs of all pupils, and teachers use a variety of strategies to motivate the pupils. For example, in a class in Year 1 the teacher used a 'Robot Voice' to motivate and encourage pupils to synthesise a range of words. In Years 3 and 4 the teaching is good and sometimes excellent. Overall, a variety of teaching strategies is used and includes whole class, group and individual work. The pace of the lessons is generally good. Overall the quality of teaching in Key Stage 1 and in Years 3 and 4 is good and is an improvement from the last inspection. However, evidence from the scrutiny of pupils' work shows that not all teachers mark the pupils' work consistently and effectively and opportunities are not always taken to develop and aid pupils' progress by identifying ways forward to the pupils. This aspect has not improved since the last inspection. The 'Home-School Reading Logs', whilst useful guides for teachers in establishing the books pupils read at home with their parents, do not always contain a response from the teachers. Consequently, some parents have begun to lose interest in completing the logs and an opportunity to develop a more effective home-school partnership to support the pupils' reading skills is not fully developed.
- 91 Provision for pupils with special education needs is good and the support from the reading recovery assistants is very good; they make an effective contribution to the teaching of this subject and, assist pupils with reading difficulties to make good progress. A recently appointed specialist teacher has enriched the provision for those pupils who have English as an additional language. The teaching is good, and is used effectively to develop the language

skills of those pupils.

92 The two co-ordinators give clear direction and leadership to the subject. All aspects identified as weaknesses in the last inspection have been addressed and as a result, the subject has been strengthened since the last inspection. Data from the assessment of the children's attainment made on entry to school, from end of Key Stage 1 National Curriculum tests, teacher assessments and from the 'Qualification and Curriculum Authority's' tests administered in Years 3 and 4, are analysed and used effectively to set overall year group targets. These assessment procedures have ensured that staff use information effectively to make informed planning decisions and enable teachers to set realistic targets. The recording of information about pupils' attainment and progress is thorough and gives a clear picture. The piloting of identifying expected levels of pupils' attainment as targets in Year 1 and of tracking pupils' rates of progress as they move through the school, has been successfully introduced and are used effectively. There is an effective policy and scheme of work in place which meets all National Curriculum requirements and ensures continuity and progression. The scheme provides well for those pupils capable of higher attainment, an area much improved since the last inspection. Although there is not a policy on speaking and listening, its development is part of the school's action plan for the coming year.

93 The school has a very good supply of resources to meet the needs of the National Curriculum and the National Literacy Strategy, with a wide range of 'big books'. Good selections of fiction and non-fiction books are available in all classes, which pupils are able to take home. Pupils also have access to very well-resourced fiction and separate non-fiction libraries and these are a considerable asset to the school. There is no formal reading scheme in use in the school, instead teachers use a graded reading system. This contains a wide range of fiction materials graded according to readability scores, thus enabling pupils to access a wide variety of texts, at a level which matches their prior attainment, and which can be matched to National Curriculum levels. This aids assessment significantly. There are also sets of graded texts to support the teaching of history and geography. An additional commercial reading scheme is used effectively to support pupils with special educational needs. However, inspectors found, when hearing pupils read that some pupils, are finding some of the books in the graded reading system a little difficult. Consequently some pupils are finding reading difficult and are unable to remain 'on task.' Overall, the subject provision has been strengthened since the last inspection.

#### **Mathematics**

94 In the previous inspection report, standards of attainment were judged to be similar to the national expectations at the end of Key Stage 1 and in Year 4 in Key Stage 2. The results of this year's National Curriculum tests at the end of Key Stage 1 also showed that the pupils' attainments were close to the national average. The proportion of pupils achieving the expected level 2 standard or above and the proportion of pupils who achieved the higher level 3 standard were both close to the national average. These results represented an improvement compared to the previous year and indicated a significant increase in the proportion of pupils achieving the higher than average level. The results also showed particular strengths in the pupils' ability to use and apply their mathematical knowledge and skill. There were no significant differences in the performance of the boys compared to the girls, and teachers' assessments matched the test scores, indicating accurate assessment.

95 Inspection evidence shows that by the end of Key Stage 1 most pupils are on course to attain levels which are above those expected nationally, particularly in their understanding of number and in their knowledge of shapes. There is a significantly increasing proportion of pupils on course to achieve the higher level 3 standard in response to good teaching and an effective emphasis on mental mathematics. Inspection shows that the pupils' attainments in Key Stage 2 are above the national expectation and a significant number of pupils are on course to attain standards which are well above the national expectation by the end of the key

stage. The rigorous implementation of the National Numeracy Strategy and of teaching pupils in classes based on prior attainment in Year 4 is having a positive effect on standards. Observations of lessons show that all pupils are equally challenged and boys and girls achieve similar standards.

- 96 By the end of Key Stage 1, most pupils have a good knowledge of the language of mathematics, are able to add together two digit numbers and can subtract numbers up to 20 with accuracy. Most pupils identify numbers up to 100 but a significant proportion of pupils achieve higher levels and show a good understanding of numbers up to 1000. As at the time of the previous inspection, most pupils used and applied their skills well in mental mathematics and when investigating numbers. Many pupils show an advanced knowledge of shapes and are familiar with two-dimensional and three-dimensional shapes. The scrutiny of the pupils' work showed that pupils develop their understanding effectively in all strands of the subject and have developed their measuring skills well using handspans and a range of other non-standard measures prior to the introduction of metric measures.
- 97 In Key Stage 2, most pupils develop a good facility in number and use technical language well. Most have good computational skills, understand place value and respond positively in mental mathematics. The pupils acquire good enquiry skills and show maturity and care when investigating three-dimensional shapes, bar charts and 'Venn diagrams'. Several pupils demonstrate levels of awareness and understanding which are well above that expected nationally of pupils of this age.
- 98 In the previous inspection it was reported that most pupils made sound progress in both key stages. This inspection shows that there has been considerable improvements to the planned curriculum, to the quality of the teaching and to the use of assessments of the pupils' work; consequently most pupils now make good progress as they move through the school. In Key Stage 1, the good progress is closely linked to the good pace of the lessons. The teaching is clearly underpinned by an effective focus on the National Numeracy Strategy and this is stimulating and challenging the pupils successfully. For example, in a lesson in Year 2, the teacher's well-prepared questions enabled her to conduct the mental mathematics session at the beginning of the lesson with good pace and this enriched the pupils' progress. In another lesson in the other Year 2 class, the teacher's effective use of a number line generated great enthusiasm and challenge, and again the pupils' progress in acquiring knowledge in number was significant. The pupils make equally good progress in using and applying their skills, and investigation is promoted strongly; this furthers the pupils' progress well.
- 99 In Key Stage 2, most pupils continue to make good progress. Well-planned mental mathematics sessions at the beginning of lessons challenge the pupils effectively, and carefully structured group activities provide ample opportunities for the pupils to learn well through practical investigation. For example, in a lesson in Year 3, pupils made good progress in developing their understanding of number by investigating three-dimensional shapes such as square-based prisms using construction apparatus. In lessons in Year 4, the teachers match the group investigations carefully to the pupils' prior attainment and this is successful in promoting good progress. In both key stages, pupils who have English as an additional language are well supported and make good progress. Pupils who have special educational needs receive sensitive support and are provided with work at an appropriate level and make good progress towards the targets set for them in their individual educational plans.
- 100 Pupils show great interest and behave well in lessons and many pupils express the view that mathematics is their favourite subject. The pupils enjoy the mental mathematics sessions which begin all lessons. They respond to the lively pace and show respect and appreciation of the views of others. In several lessons, general discussion frequently stopped simultaneously as a pupil would offer a reasoned answer to the teacher's question. There are good opportunities for the pupils to show initiative and to take responsibility for their own learning within group activities and the pupils show positive attitudes and apply themselves well.
- 101 The quality of teaching is good overall and improvements to the planning of the curriculum

with a clear emphasis on the National Numeracy Strategy are helping teachers to identify appropriate learning objectives. The teaching is good in both key stages. Most teachers show good knowledge of the subject, set high expectations of achievement and use the mental sessions at the beginnings of lessons to generate enthusiasm amongst the pupils and to teach number bonds and mental strategies for solving number problems rigorously and effectively. For example, in a lesson in Year 2, the teacher's 'quick-fire' questions and good use of a number line promoted progress successfully. Very occasionally the challenge presented to the pupils reduces somewhat and learning is less effective. In the vast majority of lessons, however, there is a good pace to the learning, methods are well-focused on meeting pupils' needs, and resources and learning support assistants are used well. The use of investigation is a strength of the teaching and it is used well in data handling and in learning about shape and space and number. For example in Year 4, the worksheets used to support the pupils' group work matched the pupils' prior attainment well and this promotes good progress for all pupils. Teachers are currently seeking to improve the quality of the pupils' recorded work, which is below expectation in some classes. Pupils with special educational needs and those pupils who have English as an additional language are taught well and have their needs addressed appropriately.

- 102 The National Numeracy Strategy is implemented well and this ensures that all areas of the subject are taught in accordance with statutory requirements. The work and attainment of the pupils are assessed regularly and accurately and the results used effectively to identify targets for improvement and to inform future teaching. The curriculum and procedures and use of assessments have been improved considerably since the previous inspection and this is having a positive effect on the pupils' progress. The subject is co-ordinated successfully; the quality of teaching and planning are monitored and evaluated well. Teachers and learning support assistants are helped effectively and the development of the subject is given clear and appropriate emphasis within the whole school development plan. As a result standards are rising across the school. Staffing is sufficient and the role of learning support staff is well developed. The accommodation supports the learning fully. Overall, resources are satisfactory and the school is prudently monitoring the implementation of the National Numeracy Strategy in order to target future resource needs accurately. The ethos for learning in this subject is very good.

• **Science**

- 103 The pupils' levels of attainment in the 1999 National Curriculum tests and teachers' assessments are in line with both the national average overall and the average for schools of a broadly similar intake, as are the results for the previous year. However, the number of pupils attaining the higher level 3 standard, which was previously below average, has shown clear improvement and is also broadly in line with the national average. Inspection findings indicate that the pupils currently nearing the end of Key Stage 1 are on course to attain levels that are above average by the end of the key stage, with an increasing proportion of pupils on course to achieve the higher level 3 standard. Similarly, the attainment of pupils now in Year 4 is above that expected for pupils of the same age, reflecting continuing improvement through the school. There is no significant difference between the attainments of girls and boys.
- 104 Throughout the school, there is an emphasis on providing pupils with first-hand experience, and many opportunities are provided for pupils to develop the questioning approach that is the basis of good investigative work. In their current work on materials, for instance, the pupils in Year 2 are encouraged to ask their own questions about the factors that might influence the melting of ice, and show developing awareness of how to conduct a scientific investigation. By the end of the key stage, the pupils are able to predict outcomes, observe carefully and record their findings in a variety of ways. They also show good understanding of other elements of the science curriculum, such as the life processes of plants and animals, though are not always as secure in their knowledge of physical processes. The pupils in Key Stage 2 build on the experience gained in the earlier years, and, by the end of their time in the school,



show good levels of knowledge and understanding. By this age, they are also quite confident in setting up their own investigations, as when Year 4 pupils explored the friction qualities of various materials. They recorded their findings carefully and showed good awareness of how to ensure the test they were devising was fair.

105 Progress, including that made by pupils with special educational needs and those who have English as an additional language, is good throughout the school. Work in parallel age classes is consistent. In all classes, the pupils make good gains in their observational and language skills, for instance developing a good understanding of the correct scientific vocabulary to use. Pupils in Year 1, for example, identify and label parts of the human body accurately, and pupils in Year 3 are able to identify clearly the effects on the body of healthy living. Similarly, pupils in Year 2 show a useful range of language in their identification of the characteristics of various materials. By Year 4, pupils use naturally the necessary vocabulary for the various stages in the process of investigation, and know the difference between qualities such as 'translucent', 'transparent' and 'opaque' in their study of light. The subject policy is a useful document and, with the accompanying detailed scheme of work, helps to ensure good progression in all elements of the science curriculum.

106 The pupils' attitudes to their learning are good. They enjoy their work and make the most of the interesting opportunities provided for them, often showing open delight at the discoveries they are making. They collaborate well in groups, sharing ideas and equipment sensibly. They listen well to their teachers and to each other. They record work in a variety of ways, usually with care, and enjoy the opportunity to discuss what they have discovered. Only a limited amount of use is made of information technology to record findings. Opportunities that arise for encouraging the use of number in the pupils' recording of their observations are used well and some use is made of simple graphs to display their findings.

107 The quality of teaching is good in both key stages. The teachers have clear objectives for learning, plan thoroughly for the provision of interesting learning activities and ensure a good match between the activities and the various levels of ability within the class. The teachers are secure in their subject knowledge and promote well the practical and investigational aspects of science. They usually check pupils' existing understanding before further developing a topic and make good use of summary sessions of lessons to reinforce learning. In the best lessons, the teachers show considerable skill in allowing appropriate opportunity for the pupils to make mistakes in their investigations. The teachers intervene at the right moment to help them learn from what they have done and to move them on in their learning, as in a Year 4 exploration of reflected light. In the one lesson seen where teaching was less than satisfactory, there was a lack of clarity about the intentions for the lesson, resulting in a lack of challenge for the pupils. All work is carefully assessed, although there are some variations between teachers in the nature of the written comments on pupils' work. Teachers often use their assessment of the pupils' work effectively as a guide to the planning of subsequent lessons. The subject is well resourced and resources are used efficiently. The teachers are well supported by the experienced co-ordinators.

108 Since the previous inspection, the subject has continued to develop well and standards have improved. Continuing staff training, the use of local authority advisory support and the development of a detailed scheme of work have helped to ensure that provision throughout the school is consistent and that all pupils progress well.

· **OTHER SUBJECTS**

· **Information technology**

109 Standards were found to be broadly satisfactory at the time of the previous inspection. The school has kept pace well with the increasing expectations with regard to this subject and standards currently remain in line with the national expectations at the end of Key Stage 1.

Whilst there are no precise national expectations for pupils in Year 4 of Key stage 2, inspection evidence indicates that most pupils achieve standards which are expected of pupils of this age and many are on course to achieve the national expectations by the end of the key stage.

- 110 Observations of teachers' planning, of a few lessons and discussions with pupils and staff show that by the age of seven pupils have experienced all the required aspects of the National Curriculum programmes of study at broadly expected standards. When observed, pupils in Year 2 show an appropriate ability to use the mouse to control mechanisms and to open and close programs. Most know how to create graphic images to illustrate their ideas and to help in the development of their reading and writing skills. In discussion they can explain how they used floor robots to give instructions to mechanisms. Pupils in Years 3 and 4 of Key Stage 2 are more secure in their knowledge of how to store and print their graphic ideas. Many use them effectively to illustrate their topic work and to support work in handling data. The pupils in Key Stage 2 show appropriate word processing skills and use this effectively to support their work in poetry, for example. Pupils in Year 4 followed a music program efficiently and were able to add, delete and alter musical phrases satisfactorily. Although most pupils achieve an appropriate standard, many pupils are unable to progress further due to the limited time available for them to learn by using computers.
- 111 Pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress in developing information and communication technology skills. This also impacts positively on the development of pupils' literacy skills. Younger pupils gain confidence in using the mouse to move a cursor about the screen, so they can explore different programs such as how to write their name or to create pictures on the screen. Pupils in Year 2 have progressed to writing simple sentences and using punctuation accurately. Pupils in Years 3 and 4 make good progress in using graphics to enrich their ideas and most make satisfactory progress in using information technology to extend their data handling skills in mathematics. They study a range of data in lessons and how this may be presented using computers, and this supports their numeracy skills effectively.
- 112 Most pupils show good attitudes to learning and behave well. When interviewed or observed using computers most pupils were enthusiastic and were happy to share ideas and equipment. Those pupils who have computers at home are more confident in expressing their ideas and the school is hoping to address the inequalities which are emerging by developing improved facilities and equipment through their bid to the 'National Grid for Learning.'
- 113 The quality of teaching is satisfactory across the school. Evidence was gathered from a few lessons where teachers taught skills directly and from observations of pupils using computers independently or with support from learning support assistants. These showed that teachers and assistants have appropriate knowledge and skills and that all strands of the subject are targeted appropriately. The teachers and assistants promote warm relationships and this raises the self-esteem and confidence of the pupils well. A positive feature of the teaching is the clarity of the instructions displayed near the computers and the up-to-date checklists which record when programmes of study are completed. Information technology is used satisfactorily to support the pupils' literacy. A weaker element of the provision, however, is illustrated by the lack of rotas showing how often the pupils have time to actually learn by using computers and this restricts the use of computers and the pupils' progress. This was evident in most mathematics lessons observed, where computers were rarely used.
- 114 The curriculum is planned well and includes all strands of the subject and fully complies with the statutory requirements of the National Curriculum. Assessment is effective in checking that the pupils experience all strands of the subject and in ensuring that pupils acquire appropriate skills; it is less effective in ensuring that pupils have the maximum time possible using computers. The substantive co-ordinator is absent on maternity leave but two temporary co-ordinators give good direction to the subject. They both have interest and expertise and give effective support to colleagues through monitoring lessons and planning. The

development of the subject is targeted well through a purposeful subject development plan. The current supply of hardware and software is adequate and the parent-teacher association has provided additional resources. The school is looking forward to expanding the range of resources available and the opportunities provided for the pupils, when its bid for national funding is successful.

• **Religious education**

- 115 By the end of Key Stage 1, pupils' attainments are generally in line with the expectations of the locally Agreed Syllabus. By the time they leave the school, pupils' attainments are at least in line with and often above those expected for pupils of the same age. There are clear signs of improvement in the subject since the previous inspection, particularly because of the emphasis the school is now planning on providing opportunities for pupils to respond reflectively to the ideas and experiences they are encountering.
- 116 As they progress through the school, the pupils become aware of stories and celebrations from the major religions. They are encouraged to relate what they are learning to their own feelings and experiences and are able to share these. The pupils develop an awareness of themselves and the world around them, and show sensitivity to the needs of others. As part of the introduction to the story of Mother Teresa, for instance, Year 3 pupils showed thoughtful concern about the street people of Calcutta. The pupils also acquire knowledge about aspects of religious traditions, such as the buildings, festivals and symbols of Christianity, Islam and Judaism, and know why people regard such things as special.
- 117 Progress throughout the school is good, including the progress made by pupils with special educational needs. Greater improvement has taken place recently with the introduction of the school's approach to the consideration of values, as a result of which the pupils are becoming very adept at reflecting on important themes and making a thoughtful personal response to what they are learning. Progress made in the development of their own ideas and sensitivity to others, therefore, is good. Progress in their understanding of religious beliefs and practices is a little less developed, but they are acquiring a sound awareness of the key people, places, stories and festivals of Christianity and the other religious traditions. The intended review of provision and development of a new scheme of work following the introduction of the new syllabus agreed by the local authority should ensure that a balance between the main elements of religious education is maintained.
- 118 The pupils' attitudes to their learning are good in both key stages. Year 4 pupils, for example, showed lively interest and confidence in the discussion of the quite difficult ideas encountered in their consideration of the flight from Bethlehem. Pupils in all groups enjoy the opportunity for discussion and for sharing their views and feelings, often showing good levels of knowledge and understanding in their oral contributions. They concentrate well on what they are doing and usually take care with the presentation of their work. They show sensitivity in their consideration of the beliefs and views of others, and work well together in groups and pairs.
- 119 The standard of teaching in both key stages is good. The staff are becoming increasingly knowledgeable and confident in the subject, and, as in their normal approach to the teaching of all subjects, are making good use of opportunities for the pupils to reflect on what they are doing. They create a good atmosphere for learning and are using artefacts well in a variety of well-planned ways. This is having a positive effect on the pupils' progress. Standards are rising throughout the school but are highest in Key Stage 2 at this time due to the pupils' increased abilities to reflect for themselves. This aspect is now beginning to improve, in response to effective teaching, in Key Stage 1. Expressive story telling is used well, as in the consideration of differing aspects of the Christmas story in the Year 1 classes and in Year 4. Interesting and relevant activities are used imaginatively, as when classes in Year 3 explored photographic evidence about Calcutta and made their own Christingles. The teachers' planning usually includes appropriate detail about what is to be learned. Recorded work is regularly marked, but the development of further forms of assessment has been identified as a

priority. All teachers are sensitive to the backgrounds from which pupils come, so that, at a time when much attention was inevitably focusing on Christmas, they also valued the experience of Ramadan for many of the pupils. The best teaching makes very good use of questioning, encouraging the pupils to respond at a high level, and challenging them to think carefully about the issues that arise in their work and give reasons for the answers they offer.

120 Some useful visits are made to places of worship and visitors come into school. Resources are adequate. They include a range of artefacts that are being built up and are increasingly used well in lessons. The supply of books is being increased, although the range available in the library at present is too limited. The co-ordinator has a clear view of the subject's needs and is supporting curriculum and staff development well.

121 Since the previous inspection, standards of attainment have improved, because the teachers are becoming more confident in their teaching of the subject, particularly in their use of approaches to reflection and the consideration of values.

#### **Art**

122 It was possible to observe only a few art lessons during the inspection period. Judgements are therefore supported by a scrutiny of pupils' work and teachers' plans, displays of pupils' work and discussions with pupils, teachers and the art co-ordinator.

123 Inspection shows that standards in Key Stage 1 and Years 3 and 4 are generally above those expected for pupils of this age. The pupils in Key Stage 1 make good use of the work of celebrated artists to influence and inform their own work. For example in a Year 1 class, pupils have examined the work of Mondrian and have produced careful and precise block work paintings in primary colours to reflect his style. They are able to mix colours and recognise, for example, that red and blue make purple. This topic has enabled higher attaining pupils to demonstrate an understanding of the visual language of colour, pattern and shape in their work. Representations of sunflowers in the style of Van Gogh from a Year 2 class were on display and these show that pupils are acquiring good skills in painting and drawing. The work of the pupils in Key Stage 2 on display shows they have an clear awareness of pattern and composition, working with increasing confidence and developing some expertise. Some of this work is derived from other than western cultures, evident in the Pakistani patterns on display. When drawing objects pupils use pastels well to create effective representations. Art is used effectively to support and develop the school curriculum. For example in a Year 3 class, pupils made detailed and accurate pencil drawings of the palms of their hands to support science, while pastel representations of Ancient Greek pottery are used effectively to enhance pupils work in history.

124 Most pupils, including those who have special educational needs, make good progress throughout the school. Pupils with special educational needs are well supported with work suitably differentiated to their needs and also make good progress. Pupils' skills develop well; pupils employ a good knowledge and understanding of art, using a range of techniques, including collage, colour mixing, and sketching. They increasingly use their appreciation and understanding of established art to inform and enrich their work in other areas of the curriculum. They increasingly select and use a range of resources to communicate their ideas through two-dimensional work. A good three-dimensional display in the hall, depicting Bethlehem, showed that pupils acquire appropriate skills in three-dimensional work. Although there is no kiln, pupils work effectively in three-dimensions using self-drying clay. Overall, pupils have shown increasing skills in creativity and interpretation and this is an improvement from the last inspection.

125 The pupils enjoy art and share ideas and resources well. Most show good attitudes and behave well in lessons. The quality of teaching is good overall. Teachers promote very good relationships and this underpins the effectiveness of the learning and the pupils' positive attitudes. Pupils enjoy art and the teachers utilise this enthusiasm well and invite and value comments and ideas from the pupils in lessons. For example, in Year 1 the pupils

remembered Mondrian's use of primary colours. Resources are well organised and well used and the teachers display the pupils' work with care and this promotes good progress.

126 The subject is co-ordinated well by an experienced and committed co-ordinator who has supported the staff development in this subject effectively. She is well informed about the needs of this subject, provides good support to staff and gives a clear lead. The subject is generally well resourced. The policy and scheme of work are well developed and support National Curriculum requirements. The quality of work, range of opportunities provided for pupils and teachers' planning show improvement since the last inspection.

#### **Design and technology**

127 A strong and effective emphasis is placed on the subject across the school and most pupils in Key Stage 1 and in Year 3 and 4 make good progress and achieve standards which are above those expected of pupils of this age. There has been a significant improvement in standards, especially in Years 3 and 4, since the previous inspection. Pupils in all classes show skills appropriate for their age in design and evaluation.

128 All pupils enjoy the subject and have pride and show perseverance in their work. In Key Stage 1 pupils show good skills in designing and are making simple gift boxes to contain a Christmas gift. They use and develop good mathematical skills when measuring their boxes and have used a variety of materials and tools to cut, join and decorate the boxes effectively. These skills are systematically developed as the pupils progress through the school. In Year 4, pupils use literacy and numeracy skills effectively when following a recipe and baking corn bread. Other Year 4 pupils design and sew bags using a variety of stitches and materials skilfully. This work is of a high standard for pupils of this age and all the pupils, both girls and boys, have well-developed skills. In all classes, pupils with special educational needs and those who have English as a second language are supported and encouraged to develop appropriate design and making skills and also make good progress.

129 Across both key stages, the pupils' progress is enhanced by their clear appreciation of the designing and making process. They are able to describe simply and clearly the purpose, process and outcome of their work. As they progress well most pupils learn to evaluate their plans and models and increasingly refine and improve outcomes effectively. They use equipment safely and carefully. By the time they reach Year 4, pupils have developed a good range of advanced skills; for example, on display were bird boxes made by a Year 4 class. The accompanying design shows that the pupils have learned how to make structures rigid and stable and successfully make strong joints, a skill above average for pupils of this age.

130 The quality of teaching is good overall, occasionally it is very good. Teachers are knowledgeable and lessons are carefully planned. Learning objectives are clearly identified and there is an effective emphasis on the design process. Teachers are careful to encourage pupils to refine and modify their own ideas. There is a wide range of resources available and these are used effectively. All teachers show enthusiasm for the subject, and this is reflected in the quality and range of work on display. There is a good scheme of work and a draft policy which fully meet National Curriculum requirements. Additional assessment procedures are in the process of being developed but pupils' work is assessed satisfactorily at this time. The teachers' records provide ample evidence of pupils' achievements and progress.

131 The subject is very well co-ordinated. The co-ordinator's enthusiasm and expertise has led to the successful development of this subject, which has improved overall since the last inspection. She provides her colleagues with good support and actively monitors work to ensure that the teaching and planning enables most pupils to build effectively on previous learning. The annotation of diagrams and the regular measuring activities support and extend the pupils' literacy and numeracy skills well and are being used to enhance pupils' knowledge in other curriculum areas. Learning support assistants and parent volunteers make a significant contribution to the success of the subject across the school. The introduction of a

technology club, competitions and museum days has enhanced equal opportunity and has made good use of the effective partnership with parents to extend the pupils' learning.

### **Geography**

132 Most pupils in Key Stage 1 and in Years 3 and 4 of Key Stage 2 attain standards which match those expected of pupils of this age. An increasing and significant minority of pupils reaches higher levels of attainment in both key stages. By the end of Key Stage 1 and in Years 3 and 4, pupils know about their immediate locality. They are able to follow a route and locate significant places of interest on a map using simple mapping keys. In one lesson observed in Year 3, pupils confidently identified features that could be found both in England and Pakistan. They could also talk at length about the population, weather differences, transport, art, and homes, clearly expressing their own views and opinions. The pupils responded thoughtfully and demonstrated that they had completed a significant amount of independent research.

133 Most pupils, including those with special educational needs, and those who have English as an additional language make satisfactory progress as they move through the school. The majority of pupils consolidate previous learning and meeting new challenges effectively, and these are developing their levels of exploration and enquiry and use of geographical terminology in its appropriate context. They are also aware that the world reaches beyond their immediate locality. Pupils are keen to learn about different places in other countries and this is due, in part, to the enthusiastic interest of the teachers. Art skills are, in general, used effectively when illustrating the work. Pupils are applying and using their literacy skills well in their written work, except in some cases their handwriting skills, for there are weaknesses in the presentation of work in books.

134 Pupils' attitudes towards learning are good. They behave very well, sustain concentration, persevere, and co-operate to share resources and support one another with ideas and advice. Pupils are very enthusiastic about geography. Homework is well supported by day-to-day lessons. Pupils are well motivated and this leads to challenge and higher levels of independent enquiry and research on their projects, through the use of information technology, visits to places of interest and family involvement.

135 The overall quality of teaching is satisfactory with some good teaching observed in a Year 4 class. Teachers are confident in the teaching of the subject. Their planning is effective and the tasks provided are closely matched to the levels within which pupils are working. A strength of the teaching is the way in which teachers highlight the key objectives of the lessons, making sure that all pupils benefit and no learning points are missed. In a Year 4 class, for example, the teacher made good use of questions, not only to find out what pupils understand and know, but also to extend their knowledge. Relationships are very good and teachers value the pupils' contributions in lessons, which in turn raises confidence and self-esteem. The marking of pupils' work, however, is inconsistent and provides insufficient constructive help and guidance in order for pupils to reach higher levels of attainment. Very few, if any, evaluative comments are made to the pupils about the presentation of their work. The curriculum is planned effectively in the long, medium and short-term. Assessment is satisfactory, with annotated notes being used well to monitor progress. The subject is well co-ordinated, and progress is monitored effectively. Since the last inspection the attainment and progress made by the pupils has been sustained at the same level.

### **History**

136 The overall attainment in history by the end of Key Stage 1 is above that expected nationally. In Years 3 and 4 pupils are on course to achieve standards which match those expected of pupils of similar ages with a significant minority of pupils reaching higher levels of attainment. Younger children talk at length about a visit to Cogges Farm where they had to milk the cows, do the laundry and cook as they did in Victorian times. They understand the

concept of change over time. For example, younger pupils compare and discuss how they have changed since they were babies. Older pupils enjoy talking about different aspects of life in Ancient Greek times and identify confidently and competently differences between then and now and the similarities of what has not changed over the course of time.

137 Most pupils generally make good progress in both key stages. Pupils with special educational needs and pupils who have English as an additional language make similarly good progress to other pupils. Pupils are acquiring an appropriate knowledge of the historical periods they study. As they move through the school pupils have an increasing sense of chronology and sequencing in relation to their own lives, such as significant events over the course of time from the Ancient Greeks, to the Year 1999. These dates in history have been identified well by the older children and are recorded on a time line that winds its way around the school corridors. Art skills are well deployed when drawing artefacts and illustrating the work on, for example, the Greek pots. All pupils are applying and using their literacy skills well when recording factual knowledge.

138 Pupils have good attitudes and are enthusiastic about their studies on history and enjoy working on their projects at home as well as at school. Pupils are very well motivated and this leads to challenge and higher levels of independent enquiry and research on their projects through the use of information technology, visits to the libraries and family involvement. Homework is well supported by day-to-day lessons.

139 The overall quality of teaching is good. Planning is effective and tasks are appropriately matched to the ability of all pupils. Questioning skills are well deployed by teachers to challenge pupil's levels of historical enquiry. Teachers have good subject knowledge and a keen enthusiasm for the subject. This is reflected in the positive response of the pupils. The marking of work, however, is inconsistent across the whole school and in some cases provides insufficient constructive help and guidance in pupil's spelling, handwriting and presentation of work in books.

140 The scheme of work allows for a wide coverage, and balance and progression in historical knowledge and understanding across both Key Stage 1 and in Years 3 and 4. The curriculum is well balanced between developing pupils' skills and knowledge. The pupils' work is assessed satisfactorily. The subject is well co-ordinated, and monitored. Resources for learning are good with an ample supply of good quality books in the reference library and in classrooms. Standards have been maintained well in this subject since the previous inspection.

## **Music**

141 A strong and positive emphasis is placed on the enjoyment of music throughout the school and this is successful in promoting the pupils' positive attitudes. Standards in Key Stage 1 and in Years 3 and 4 are in line with those expected of pupils of similar ages, with a significant minority of pupils attaining higher standards by the end of Year 4, due, in part, to the high quality teaching in the group activities. Pupils demonstrate a range of skills that interrelate, such as performing, composing and listening. A song practice with the children at Key Stage 1 showed that pupils sing with enthusiasm and enjoyment. The pupils keep a steady and consistent rhythm and use clear diction when singing. In Year 3, for example, pupils know about forms in music such as ostinati, and apply this repeating pattern to accompany a melody such as Frère Jacques. They have a sound grasp of singing, showing an awareness of the basic elements such as pitch, rhythm, and clear diction. Individual tuition, lunchtime and after-school activities in choir practice, recorder and the orchestra clubs provide the children with a very good foundation in musical skills. They develop their knowledge of musical terminology and the mastery of their instrument, alongside a sound knowledge of conventional notation. Most pupils perform on their instruments confidently and competently for an audience.

142 Most pupils, including pupils with special educational needs and those who have English as an additional language make satisfactory progress in Key Stage 1 and good progress in Years

3 and 4. In the lessons observed, foundations in all the musical elements such as pitch, rhythm, tempo and dynamics are being firmly established at Key Stage 1. Pupils explore sound with untuned percussion and experiment with the combination of sounds to depict character and mood in their group performance when illustrating a story. In Year 3 and 4, for example, pupils can keep a steady beat, distinguish between long and short sounds and are learning to acquire quality sound from both their individual instruments such as the 'cello, violins and other percussion instruments. Pupils in order to reflect on, and then improve upon, performance readily accept advice from adults.

143 Pupils enjoy music lessons, are keen, enthusiastic and sustain concentration. They behave well and collaborate readily, making joint decisions and listening carefully to each other's ideas and performance.

144 The overall quality of teaching in music is satisfactory, though it is generally good in Years 3 and 4. Appropriate attention is given to the basic elements of musical skills and techniques, particularly in the teaching of instrumental work and in the club activities. The co-ordinator is a particularly talented teacher of music and she provides a good example for colleagues. The teachers' planning documents indicate that over the course of the year pupils have a wide variety of musical experiences. There is a good balance in the provision of both listening and appraising opportunities, and an appropriate breadth of opportunities is provided to develop musical skills and perform for audiences. For example, assemblies, and school productions involve both drama and music. The school follows a published scheme for class lessons and the music co-ordinator supports the non-generalist classroom teachers readily and effectively with advice and support on the technical musical knowledge required, in order to enhance the musical experiences offered to pupils. Leadership of the subject is good. Informal notes are kept on pupils' progress to enable staff to write end of year reports. The management of pupils is good. Resources for music are adequate to impact upon pupils' learning. Since the last inspection, the attainment and progress in pupils' musical learning has been suitably sustained.

### **Physical education**

145 Pupils in Key Stage 1 make satisfactory progress overall and generally achieve the standards expected of pupils of this age. However, most pupils make good progress in dance due to good teaching, and many achieve standards which are above expectation. In Years 3 and 4 in Key Stage 2, most pupils make good progress, particularly in dance and in games, and attain standards which are above those expected of pupils of this age. Generally standards have been maintained well since the last inspection.

146 Pupils in Years 1 and 2 show good awareness of space and move with appropriate balance and co-ordination in movement and dance activities. The majority of pupils show a good understanding of tempo and mood when linking sequenced movements in dance, often accompanied by music or by the beat of a tambourine. There is a steady pace and the teachers set clear expectations of quality movements, and consequently pupils make good progress in dance. Occasionally the pace becomes too slow and aerobic activity is insufficient.

147 Physical activity is generally more rigorous in Years 3 and 4 and pupils make good progress in dance, games and swimming. Lessons are proceeded by energetic 'warm-up' sessions and learning continues at a busy pace and this ensures good aerobic exercise. There is a strong and effective emphasis on practicing skills and this promotes the pupils' good progress in catching and throwing skills in rugby and in trapping and passing skills in hockey and football. Pupils in Year 4 visit a nearby swimming pool regularly, most make good progress in response to well-structured tuition and are on course to achieve the expected standard of being able to swim 25 metres by the end of the key stage. Many are on course to exceed this expectation. Pupils in Year 4 also have the opportunity to follow outdoor pursuits during their annual residential visit and make satisfactory progress in this aspect. Across the school, pupils who have English as an additional language and pupils who have special educational needs have their needs met effectively and make the same overall good progress as their peers.



- 148 Most pupils enjoy the subject and show enthusiasm as they enter the hall or move into the playground. They co-operate well, share ideas and work in teams, groups or pairs effectively and productively. Even when the weather is very cold the pupils maintain their concentration and work well during outdoor activities. Work provided in the lessons promotes the very good relationships.
- 149 The teaching is generally good in both key stages. Teachers are well prepared and show good knowledge of the subject. They conduct effective 'warm-up' and 'cool-down' routines to begin or end lessons. All teachers promote warm relationships and use these well to interest and to support the learning of the pupils. Several teachers establish good links with other subjects as in a lesson in Year 1 where the pupils based their movements on melting ice. Occasionally the teachers attempt too many activities in a lesson and learning objectives lack clarity and this slows the pace of the learning and reduces the time available for pupils to benefit from energetic activity. Frequently learning is very enjoyable in lessons; teachers join in well and provide good role models and this stimulates the pupils' respond successfully.
- 150 The subject is planned well and teachers assess the pupils' skills satisfactorily in lessons. Pupils are insufficiently involved in evaluating each other's efforts though, and this restrains to some degree the opportunity to promote even better progress. Few of the ideas discussed in lessons are recorded as assessment of the pupils' work and the subject is not used to full effect in using or promoting the pupils' literacy and numeracy skills. The subject is co-ordinated satisfactorily but there is a lack of a rigorous whole school focus to raise standards even more. The lack of access to a playing field restricts the range of team sports and athletic activities on offer. In all other respects, the subject is well resourced and teachers make good use of the good quality and readily accessible resources.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

- 151 A team of five inspectors, including a lay inspector, spent a combined total of approximately 76.50 hours gathering first-hand evidence. Approximately 63.50 hours were spent observing classes, in discussions with pupils and in evaluating their work. A further 13 hours were spent interviewing staff, governors and parents. Parents' questionnaires, displays, documents and resources were also examined.
- 152 The inspectors visited registration sessions and assemblies and observed the pupils' behaviour at break and lunchtimes. All full-time teachers and most part-time teachers were observed teaching. Discussions were held with members of the teaching and support staff, representatives of the governing body and others, both during the inspection and on the initial inspection visit. All the available work of a representative sample of three pupils from each class and the work and records of a sample of pupils with special educational needs was scrutinised. A representative sample of pupils in each year group was heard to read either individually or during group reading in literacy lessons. A large amount of documentation provided by the school was analysed both before and during the inspection. The registered inspector held a meeting attended by 20 parents before the inspection and considered the parents' responses to a questionnaire.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y4	233	2	63	21

· **Teachers and classes**

· **Qualified teachers (YR – Y4)**

Total number of qualified teachers (full-time equivalent):	9.60
Number of pupils per qualified teacher:	24.48:1

· **Education support staff (YR – Y4)**

Total number of education support staff:	6
Total aggregate hours worked each week:	126.5
 Average class size:	 29.4

· **Financial data**

Financial year:	1999
	£
Total Income	444288
Total Expenditure	453729
Expenditure per pupil	1603.28
Balance brought forward from previous year	96063
Balance carried forward to next year	86622

**PARENTAL SURVEY**

Number of questionnaires sent out: 237

Number of questionnaires returned: 69

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	26	64	6	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	36	57	4	3	0
The school handles complaints from parents well	10	49	35	6	0
The school gives me a clear understanding of what is taught	13	74	12	1	0
The school keeps me well informed about my child(ren)'s progress	12	70	11	6	1
The school enables my child(ren) to achieve a good standard of work	18	70	12	0	0
The school encourages children to get involved in more than just their daily lessons	22	50	24	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	51	18	11	0
The school's values and attitudes have a positive effect on my child(ren)	37	54	8	0	1
The school achieves high standards of good behaviour	24	61	12	3	0
My child(ren) like(s) school	45	50	4	1	0