

INSPECTION REPORT

Hartford Infant School

Hartford, Huntingdon

LEA area: Cambridgeshire

Unique Reference Number: 110711

Headteacher: Mrs D Burgess

Reporting inspector: Mrs G Pitt

Dates of inspection: 29th November – 2nd December 1999

Under OFSTED contract number: 707017

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	County
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Mayfield Crescent Hartford Huntingdon Cambs PE18 7UL
Telephone number:	01480 398046
Fax number:	
Appropriate authority:	Cambridgeshire
Name of chair of governors: [where appropriate]	Mrs P Thompson
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Gill Pitt, RgI	Art Music Religious education Areas of learning for children under Five.	Attainment and progress Leadership and management Efficiency of the school
Michael O'Malley, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and community Teaching Curriculum and Assessment Staffing, accommodation and learning resources
Ian Curtis	Maths Science Design and technology	Special educational needs Equal opportunities Pupils' spiritual, moral, social and cultural development
Jo Willmer	Information technology English History Geography Physical education	

[this table should list all team members and also indicate, in the subject column, the team member with responsibility for under fives, special educational needs, equal opportunities and English as a second language]
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MAIN FINDINGS

What the school does well

- Standards in English, information technology and religious education are above average
- Teaching is good and some of the teaching is excellent
- Children under-five are taught well and make good progress
- Progress in art, geography, history and music is good; in physical education it is very good.
- The provision for pupils with special educational needs is very good and they make significant progress.
- There is strong leadership by the headteacher and governors.
- Pupils' attitudes to learning are very good and relationships are excellent.
- The partnership with parents is strong.
- The provision for personal development is very good.
- Pupils' progress and behaviour are closely monitored.

Where the school has weaknesses

There are no major weaknesses but in order to continue to improve the school should consider the following:

- I. A small minority of lessons are too long and their pace is too slow
- II. Pupils do not have enough opportunity to investigate in science
- III. There are too few opportunities for out door play for the under fives.
- IV. The number of computers and printers are too few.

This is a good school with many strengths. Its strengths far outweigh any weaknesses. There are no key issues but the governors should consider the minor weaknesses for inclusion in the action plan a copy of which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made considerable improvement since the last inspection and successfully addressed most of the key issues for action. The new headteacher has given the school a strong lead in developing a clear sense of direction and in improving the quality of education. There is regular monitoring of teaching and learning by the headteacher and the role of the curriculum co-ordinators has been strengthened considerably. The systems for curriculum planning have been thoroughly reviewed and the new systems are very good. The data that the school has is used to identify the support that pupils need and to set individual targets for improvement. Pupils' progress is tracked against the targets that have been set. The good progress made by the children under five is continued in Year 1 and Year 2 which is reflected in the improving test results at the end of year 2. The governors monitor and evaluate financial decisions and are fully involved in the ratification of policies and a number of governors make regular visits to the school. The school has very good capacity to continue to improve.

• **Standards in subjects**

This table shows the standards achieved by seven 7 year olds in Year 2 based on the 1999 National Curriculum tests:

Performance in 1999	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
Reading	C	C	<i>Average</i>	<i>C</i>
Writing	A	A	<i>below average</i>	<i>D</i>
Mathematics	C	C	<i>well below average</i>	<i>E</i>

The table above shows that, for example, in reading pupils attained standards in line with the national average and similar to those attained in other schools whereas in writing standards were well above average compared to all schools and to schools with similar intakes. Inspectors found that standards in this year's Year 2 are above average in English and mathematics and average in science. In other subjects, including information technology and religious education in which standards are good at seven, progress through the school is usually good. Children under five progress well in all areas of learning except in personal and social development in which progress is very good.

• **Quality of teaching**

English	Very good	Good
Mathematics	Very good	Good
Science		Good
Information technology		Good
Religious education		Good
Other subjects	Very good	Good

Teaching is good. There were no unsatisfactory lessons and teaching was at least good in nine out of every ten lessons. Over a third of the lessons were very good and occasionally excellent. Examples of very good teaching are to be found through out the school. Teachers have high expectations for the pupils and additional support is nearly effectively deployed. Teachers adjust their programmes of work and the composition of groups based on pupils' achievement and pace of learning.

•

Other aspects of the school

Aspect	Comment
Behaviour	Pupils behave very well and this has a positive impact on their learning.
Attendance	Good. Pupils are punctual.
Ethos*	Very good. Attitudes to work are very good and relationships are excellent. There is a commitment throughout the school to improvement and to the raising of standards.
Leadership and management	Through a period of major upheaval and teaching in temporary accommodation the head teacher has given the school strong and effective leadership. It is well managed and there is a clear educational direction that is shared by all.
Curriculum	Good. The curriculum for the under-fives is very good and comprehensively covers all areas of learning. The curriculum for Year 1 and 2 is good. Throughout the school planning is of high quality and this has a marked impact on pupils' progress.
Pupils with special educational needs	The provision for pupils with special educational needs is very good. Special needs are identified at an early stage so that appropriate support can be given and targets set for their personal and academic progress.
Spiritual, moral, social & cultural development	Very good.
Staffing, resources and accommodation	Good. The school is making good use of the resources available to it. There are sufficient learning resources for most subjects and in some subjects it is good. There are too few computers of good quality. There is no dedicated access to out door play for the under fives.
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

- V. The high standards achieved.
- VI. The good behaviour of pupils.
- VII. The quality of information they receive.
- VIII. The part they are encouraged to play in the life of the school.
- IX. The openness of the staff and their willingness to listen to concerns.

What some parents are not happy about

- X. There were no major concerns expressed by parents.

The findings of the inspection team confirm the views expressed by the parents that the school has significant strengths. The school works in partnership with parents.

KEY ISSUES FOR ACTION

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered for inclusion in the action plan.

XI. Ensure that learning is as effective in all lessons as it is in the great majority by:

- Shortening some sessions to increase the pace of learning
- Making more efficient use of time available to support pupils
(refer to paragraphs 33, 41, 72, 109, 121, 151, 33, 67, 100)
- Improve pupils progress in science by :
 - Providing more opportunities to investigate carry out work of an investigative nature
 - Increasing the time given to science in Year 1
(refer to paragraphs 38, 40, 113, 116, 117)
- Ensure that pupils have more opportunities to improve their knowledge and skills in information technology by increasing their access to up-to-date computers
(refer to paragraph 141)
- Enhance the physical development of children who are under five by providing better opportunities for outdoor play
(refer to paragraphs 68, 73, 78, 83)
- Continue to develop the monitoring and evaluation of teaching and learning by the teachers who co-ordinate work in subjects
(refer to paragraphs 60, 102, 111, 117)
- Bring up to date the recording of health and safety
(refer to paragraph 55)
- Continue to develop resources in history, geography and poetry with due regard to promoting non European cultures
(refer to paragraphs 131, 132, 136)
- Provide more opportunities for drama
(refer to paragraph 94).

INTRODUCTION

Characteristics of the school

- 1 Hartford Infant School is attended by boys and girls aged between four and seven years. The school is situated on the perimeter of the parish of Hartford, close to Huntingdon. There are 170 pupils on roll. The school is small in comparison with other primary schools. There are currently 86 boys and 84 girls so there is a good gender balance. The school admits children in the September following their fourth birthday. At the time of the inspection the majority of the children in the reception class were

under five. There are six classes in the school and pupils are taught in single age classes. The school has good links with the playgroup which is situated in the school building. Nearly all of the pupils have had some pre school experience. The school shares the site, and some of the outside play areas, with the junior school. The school building has recently been rebuilt and refurbished.

- 2 Pupils come to the school from a wide area. About a third are from the nearby estates which are outside the traditional catchment area. The number of pupils on the special needs register is 22 which is about average for a school of this size. The number of pupils with statements for special educational needs is above the national average. Most pupils are white, there is a very small minority of pupils from non-European backgrounds. Baseline assessment and the school's own procedures for assessing the pupils indicate that attainment on entry is broadly average.
- 3 The school aims are encompassed in their mission statement. The main aim is to provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve his or her potential.
- 4 There is an action plan for each area of the curriculum. Among the priorities in the school development plan are to implement the national numeracy strategy, to further develop the roles of the curriculum co-ordinators and the strategies for monitoring and evaluating teaching and learning and to provide out door facilities for the under fives. The school sets targets for all pupils these are shared with parents and progress towards the targets is tracked.

· **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	22	40	62

National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	17	19	19
	Girls	36	38	37
	Total	53	57	56
Percentage at NC Level 2 or above	School	85(78)	92(83)	90(84)
	National	82(80)	83 (81)	86(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	17	18
	Girls	35	36	35
	Total	52	53	53
Percentage at NC Level 2 or above	School	84(78)	86(84)	85(59)
	National	82(81)	80(85)	86(86)

.....

1

Percentages in parentheses

refer to the year before the latest reporting year

• **Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	5.4
reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.6
	Absence	National comparative data	0.5

• **Exclusions**

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

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	36
	Satisfactory or better	100
	Less than satisfactory	0

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2

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

- 5 By the age of seven attainment is average in English, mathematics and science. In writing standards are above average. Attainment in information technology and in religious education is also above average.
- 6 When they first start school pupils' attainment in speaking and listening, reading and writing and in their knowledge of number is broadly average when compared with other children in the county. The children make good progress and by the age of five exceed the desirable outcomes in all areas of learning. In their personal and social development the children make very good progress.
- 7 For children under five personal and social development is very good. By five the children concentrate and persevere both when working independently and when co-operating in a small group. They are eager to try out new ideas. Progress in language and literacy is good. The children volunteer to talk in front of the class and clearly express their ideas. They have good listening skills. They enjoy looking at books and frequently choose to write and form letters at the writing table. Progress in the mathematical area of learning is good. The children can count up to 10 and beyond, compare and order objects by size and know how to use money in the class shop. They have a good knowledge of the world around them and are competent in using computers and cassette tape recorders. In physical development children show good control and co-ordination in the use of tools. Progress in movement and other physical activities is good. Children make sound progress in their creative development. They have access to a good range of materials which they put to imaginative use in painting, printing and collage work. The children with special educational needs make very good progress towards the targets that are set for them.
- 8 In the national tests for seven year olds in 1999 standards in reading are close to both the national average and to that for similar schools. Standards in writing are well above average. In speaking and listening they are what is expected for pupils of this age. An analysis of reading scores indicate that pupils have made very good progress from 1996-1999. The improvement is a direct result of the action taken by the school. The range and quality of reading materials has been improved and there is a new phonics programme taught to the pupils. The teaching of grammar and the structure of sentences are good.
- 9 Pupils make good progress in English. The second year of the national literacy strategy has impacted on the progress that the pupils are making in the core skills of reading and writing. Pupils are developing their speaking skills through the plenary part of the literacy hour and in role play although there are too few opportunities for drama. Pupils make good progress in reading and in writing. They are enthusiastic readers and boys' interest in reading has improved since the introduction of the literacy hour. Pupils use the library on a regular basis and are beginning to locate books using the simplified Dewey system. By the age of seven pupils are confident to tackle unknown texts and use a good range of strategies to de-code words.
- 10 Pupils are able to write independently and to spell common words and use dictionaries to help them with their longer pieces of writing. The lower attaining pupils make very good progress towards the targets that are set for them. Handwriting is good and by the age of seven pupils have a clear joined script. Overall progress is good because of the careful planning and the good match of the activities provided which build on the pupils' prior attainment. The higher attaining pupils are appropriately challenged and the targets that are set for the pupils with special educational needs are regularly reviewed, are realistic and practical. English is successfully used across the curriculum. A good example of this is the use of the role play area to support the work in religious education on the Hindu

religion and the good use of mathematical language in practical maths building and comparing ‘ bigger and shorter ‘.

- 11 Attainment in mathematics in the 1999 national tests was close to both the national average and that for similar schools. The number of pupils achieving the higher level was above the national average and close to the average for similar schools. Trends over three years indicate that there is steady improvement in mathematics.
- 12 Progress in mathematics is satisfactory and in numeracy it is good. As a result of the recently introduced numeracy strategy pupils’ ability to calculate mental sums is good. By the age of seven pupils can calculate simple fractions and have a good recall of the two and five times table. They understand about how the position of a figure in a number alters its value.
- 13 Attainment in science based on teacher assessment is, on balance, average. The more able pupils do particularly well. The numbers of pupils assessed by teachers to have attained the higher standards was well above that normally found. Girls do better than boys but the gap is narrowing. Science is an improving subject in the school due to the greater attention given to it. Standards in scientific enquiry could be higher.
- 14 Pupils make satisfactory progress in science. The progress of the higher attainers is good. Pupils have a sound knowledge of scientific facts about the senses, materials, and simple circuits. When pupils take part in scientific enquiry their progress is good but too few opportunities are provided for them to carry out investigations and there is insufficient time available for science for Year 1.
- 15 From inspection evidence attainment in mathematics and science is in line with national averages. The improvement in standards is a direct result of the very good teaching in all classes, the early identification of pupils requiring extra support for their special educational needs and the extra funding that the school has provided in order to give additional support.
- 16 Inspection evidence indicates that the school is continuing to improve the standards in English, mathematics and science both since the previous inspection and over the last three years.
- 17 Attainment in information technology is good. Pupils make good progress and by the age of seven pupils are able to communicate effectively in words, pictures and graphs, use a tape recorder and use techniques like click and drag. They are able to use a Roamer to control movements and are confident to use a computer to support their learning in other subjects.
- 18 Attainment in religious education is above average. By the age of seven pupils have a good knowledge and understanding of celebrations and traditions in major world faiths. They are able to transfer their knowledge and understanding to other areas of the curriculum through role play and art. They demonstrate their ability to listen and to value and respect the feelings and views of each other particularly in ‘Tomorrow’s special person time’. Through the very good range of activities provided the pupils make good progress.
- 19 Pupils make very good progress in physical education because the lessons are planned to build on prior attainment and give the pupils the opportunity to develop their ideas at their own pace. Pupils make good progress in art, geography, history and music. In these subjects there is good planning for continuity and progression and what the pupils are to learn at each stage. Pupils make satisfactory progress in design technology. There are good examples of the use of design technology in religious education in making artefacts and in history in the construction of Tudor houses.
- 20 Overall, since the last inspection, there has been an improvement in the attainment and progress of the pupils in information technology and religious education. The rate of progress has improved in art, physical education, history and geography. Progress in music remains good. Pupils with special

educational needs make very good progress because of the regular reviews and the setting of realistic and achievable targets. These enable all pupils to be included and have access to the full curriculum. The very good support that is given to individual pupils with special educational needs and working in partnership with parents makes a significant contribution to their progress. The very good teaching and the use of assessment to inform the teachers' planning enable the higher attaining pupils to make good progress.

- 21 The school makes good progress towards achieving the targets it has set itself for improvements in pupils' attainment. Good use is made of the data available which is used to set individual targets for pupils. Progress towards these targets is regularly reviewed and monitored.

• **Attitudes, behaviour and personal development**

- 22 Pupils have a very good attitude towards their work. Relationships are excellent. Pupils' behaviour and personal development are all very good. The school has and improved on the standards noted at the last inspection.
- 23 Pupils, including those with special educational needs, have very good attitudes towards their learning. They are interested, motivated, and take pride in their work. This makes a significant contribution to their progress and attainment. They respond willingly and listen attentively to their teachers. They are eager to answer questions, engage in discussions and develop ideas. Pupils concentrate well and respond positively to opportunities to work independently. They respond enthusiastically to challenges and persevere to improve their skills. All pupils use resources confidently and with great care. They treat the school and all property with respect. They take great care of books and the presentation of work, particularly, in art is very good.
- 24 The personal development of the children under five is very good. They work together co-operatively and are confident to make choices from the range of activities provided. They are very confident in using the space in the hall and talk confidently about the work that they are doing.
- 25 Pupils behave very well in class and around the school confirming very favourably the view of parents. This very good behaviour has a positive impact on their learning. Pupils respond well to the school's "Golden Rules".
- 26 Behavior at lunchtime and in the playground is good. They are polite and welcoming to visitors, each other and staff. Movement around the school is orderly. Behaviour in assemblies is very good and pupils sustain their concentration for quite long periods of time. Pupils are trustworthy and show respect for property, handling equipment safely and with care. The introduction of behaviour targets has had a positive effect on the behavior of individuals. This is a particularly strength of the school. There have been no exclusions from the school during the last year. At times a minority of pupils present challenging behavior which is appropriately and effectively responded to and dealt with by the staff.
- 27 Pupils' relationships with each other, teachers, and other adults are excellent. There is mutual respect between adults and pupils. This enhances learning and supports progress. In lessons pupils readily engage in their work. They know the class routines and when they have completed a task confidently choose, from the range of activities provided, and use their initiative. Pupils work and play together well. They ask each other for help, and work collaboratively in groups. Pupils are sensitive to the needs of others and respect each other's contributions.
- 1 Personal development is very good. Pupils take responsibility for their own learning by setting targets for themselves with the help of teachers. Pupils develop increasing levels of confidence by carrying out duties in class and helping with class routines such as collecting registers and tidying

away. They help to set the class rules and some work with the headteacher to draw up and agree the whole school 'Golden Rules'.

29 The very good attitudes of the pupils to their learning, the very good behavior throughout the school and the excellent relationships between adults and pupils make a significant contribution to the attainment and progress that all pupils make.

28

28 **Attendance**

30 Attendance is good. At 95.4 % it is above the national average. The school has improved standards of attendance since the last inspection. Pupils arrive punctually and lessons start promptly.

28 **QUALITY OF EDUCATION PROVIDED**

28 **Teaching**

31 Teaching is good. Of the lessons observed nearly nine out of every ten were at least good; about a third were either very good or occasionally excellent. There were no unsatisfactory lessons.

32 There are a number of features of effective teaching that are common across the school. They are:

- teachers plan their lessons well. They are clear about the aims and purposes of the lessons and in their introductions often explain these aims to the pupils;
- teachers who share responsibility for the same age group plan together. In this way they make the best use of each other's expertise and ideas, and they ensure that what is taught is the same for all pupils;
- teachers' knowledge and expertise in some subjects is good. This makes a significant contribution to the work of the under-fives and in English, information technology, art, physical education and religious education;
- they organise a range of activities so that all pupils engage in tasks that are suited to them whatever their ability;
- they give very clear instructions to any other adults – parents or support staff – who are helping them. These instructions include how to help pupils to gain the greatest benefit from the task and what to look for in assessing pupils' achievements;
- behaviour is managed well. Teachers present a relaxed manner in the classroom and often use humour to encourage and cajole pupils. They are firm in dealing with misdemeanors but handle them sensitively;
- lessons are summarised well. Pupils are usually brought together at the end of the lesson and the teacher uses this opportunity to revisit the main teaching points and to check how well they have been understood.

33 There are two aspects of the work in which improvements could be made. Sometimes the introduction to the lesson is too long and pupils' interest begins to wane. Teachers usually recognise when this is happening and move onto the next part of the lesson. Occasionally this is not the case and some pupils fidget and distract others. In these lessons there is not sufficient time for the pupils to practice the skills they are learning. Secondly, during the introductions, some support staff and parents sit with individual pupils, helping them to be more involved in the discussion that is taking place. This may be by rephrasing points to clarify understanding, encouraging them to take a more active part in the questioning, or managing behaviour. At other times helpers are not engaged in this way and play a very passive role. This represents a waste of some of the benefits of potentially valuable support.

- 34 Examples of very good teaching are to be found throughout the school. In a lesson in the mathematics area of learning in the reception class, for example, children were learning how to order and rank objects by size. The session began with a singing game to help reinforce the skills of simple subtraction. This was followed by another activity with the whole group in which a child took charge, reordering a line of others holding numbers until they were in the correct sequence. The children were engrossed in the task, offering suggestions as to what move the child should make next. This was followed by a demonstration of the main task that involved ordering a variety of objects according to size. Children then moved into groups, each with a different task related to the main activity. Progress was very good for a number of reasons:
- the teacher explained the tasks very clearly and made her expectations explicit;;
 - the language she and the helpers used was appropriate. Through it children were introduced to terms such as “wide and narrow” and “medium size”;
 - the dialogue between the teacher and smaller groups was of high quality. Questions were challenging and probing and the teacher was constantly asking children to give reasons for their decisions;
 - the work for each group was pitched at an appropriate level so that it was neither too easy that they became bored nor too hard that they were discouraged; and
 - the helpers were deployed very effectively to help those children who the teacher had recognised might need additional support.
- 35 Teaching of a similarly high quality was observed at Key Stage 1. In a physical education lesson pupils in Year 2 were developing their skills in gymnastics, in particular learning how to travel around the space and jump and land with good control. The lesson began with a vigorous warm-up and this was followed by an explanation and demonstration of what the teacher expected pupils to achieve. They then had the opportunity to practise and to evaluate their own attempts and those of others. At the end of the session a “calming down” exercise was used to prepare them for the return to the classroom. Among the factors that contributed to the excellent progress pupils made were:
- the high expectations of the teacher, not only in insisting on good quality in pupils’ actions – for example in maintaining control through a sequence of extended movements - but also on best behaviour throughout;
 - the very explicit instructions given about what to do and what to look for in evaluating performance;
 - the pace of the lesson which meant that pupils were constantly active;
 - the opportunities for pupils to spend time refining their actions; and
 - the evident concern shown throughout for pupils’ welfare and safety.
- 36 Pupils’ work is marked regularly and frequently annotated with an indication of the context in which the work was produced. This helps the teacher to keep a close eye on progress. In encouraging pupils in their written work teachers often provide praise but infrequently, through their marking, offer advice on how the work could be improved. There is clear evidence that teachers adjust their programmes of work for pupils and the composition of groups on the basis of their evaluation of pupils’ achievements. Teachers meet to discuss their assessments, particularly in writing and mathematics, and this helps them to standardise their judgements. Work is given for pupils to complete at home. Reading books are sent home to provide pupils with more opportunity to practise and this is sometimes supplemented by spellings, work in mathematics and simple research. Parents report that they are happy with the quality and quantity of the homework.
- 37 Teaching was reported as being satisfactory or better at the time of the last inspection. The overall quality is now considerably higher. Day-to-day planning was judged then to be unnecessarily complex and inefficient. This is no longer the case and planning is now very good.

The curriculum and assessment

- 38 The school provides a broad curriculum that meets the legal requirements. All subjects of the National Curriculum and religious education are taught. In line with national priorities heavy emphasis is placed on teaching the skills of reading, writing and number and over half of the available time is devoted to these areas. Suitable time is allocated for the teaching of information technology and religious education but insufficient time is given to science in Year 1. There is an appropriate balance within most subjects. Pupils have many opportunities to improve their skills in reading and writing. There are fewer opportunities for them to develop speaking skills through drama.
- 39 The curriculum for the under-fives is very good. It is planned appropriately in accordance with the Areas of Learning prescribed for the age group. The programme is rich in the kinds of activity that young children need to make sense of and to deepen their growing awareness the world they inhabit. They have suitable experience in almost all Areas of Learning. The one exception is physical development as they have too few opportunities for outdoor activity. The curriculum is organised so that pupils experience a smooth transition to the Programmes of Study for Key Stage 1.
- 40 All subjects at Key Stage 1 are taught separately. Curricular planning is very good. Comprehensive and detailed schemes of work have been devised – many by the school, others based on the models provided by the Qualifications and Curriculum Authority (QCA). These ensure that pupils acquire a sound body of knowledge and enhance their understanding and skills incrementally. The school has adopted and implemented the national strategies for literacy and numeracy successfully and these have contributed to the general improvements in standards. In science pupils accumulate a good store of factual information on which to develop their understanding of scientific ideas. They do not have sufficient opportunity to sharpen up their skills of scientific enquiry through regular experimentation and investigation.
- 41 Some lessons are excessively long, overtax pupils' powers of concentration unnecessarily or limit the time they have to practically apply what they are being taught. This sometimes hampers work in mathematics, physical education and art.
- 42 Pupils learn about aspects of sex, mainly those concerning the differences between the sexes, and though topics such as "Drugs and medicines" are made aware of the hazards associated with drugs. Through the personal, social and health education (PSHE) programme devised by the school pupils learn how to look after themselves and build good relationships with others.
- 43 All pupils have equal access to the full curriculum and none are prevented, either by design or accident, from taking part in any aspects of the curriculum. When planning lessons teachers ensure that account is taken of the differing needs of their pupils. On no occasions during the inspection were activities observed that excluded any groups of pupils. The provision for pupils with special educational needs is very good. Early assessment enables teachers to provide support as soon as the need for it is apparent. The good liaison with the nursery and local playgroup aids this process. Targets are agreed for each pupil; these are discussed with parents and reviewed regularly. Support staff and helpers are fully briefed on how to help pupils in the class. In most lessons – and almost always in mathematics and English – considerable care is taken by teachers to ensure that the tasks given to lower attainers, including those with special educational needs, are suitable and are likely to help the child progress. Examples include using language or symbols on worksheets that aid understanding and providing separate, specific instructions.
- 44 The range of extra-curricular activities is satisfactory and is typical of that found in many infant schools. Pupils have the opportunity to learn to play the recorder. They pay visits - at least one a year - to places of interest related to their studies in class.
- 45 Systems for assessing pupils' achievements and progress are very good. When children first enter the school an analysis is made of what they can or cannot do. The information from this is used to target

work for them. From this early stage teachers strive to ensure that the activities that children are given are appropriate. For many activities they are grouped with children at a similar stage in their development. This helps teachers to make efficient use of their time and that of support helpers.

46 As they move through the school pupils' progress in reading, writing and numeracy is monitored closely. The process of grouping by ability and need is continued throughout Key Stage 1 and teachers make good use of assessment data to plan their work for individuals and groups. Assessment is very well managed by the co-ordinator. The results in national tests have been analysed thoroughly. The findings from this analysis are fed into the planning process and used in making decisions about what is taught. This has contributed to the improvements that have occurred in mathematics and science in particular. Routines for assessing progress in other subjects are still being developed but there is sufficient recording of pupils' achievements to ensure that they do not miss out on key learning. Individual pupils are involved in agreeing their own targets in some subjects such as mathematics. This provides them with an added incentive to improve their standards.

47 The weaknesses in the curriculum and assessment reported in the last inspection have been resolved. Planning is now more effective and assessment more manageable.

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

48 The provision for pupils' spiritual, moral and social development is very good and good for cultural development. This is an improvement since the previous inspection when the school was reported to 'successfully encourage the pupils' spiritual, moral, social and cultural development.

49 Provision for pupils' spiritual development is very good. Spirituality is promoted through religious education, assemblies and the wider curriculum. The school's values and ethos promote attitudes that encourage an appreciation and respect for the feelings and beliefs of others. Assemblies include a good quality act of worship and give appropriate opportunities for quiet reflection and prayer. The curriculum is used to experience feelings that enhance spirituality. Pupils have a good understanding of the values and beliefs in Christianity and the curriculum for religious education enables pupils to reflect and consider the values and beliefs of other faiths.

50 The provision for moral development is very good. There is a good policy for equal opportunity. The school successfully achieves its aims to meet the needs of all by taking into account differences of gender, ability, ethnicity, culture, social and religious background. Staff provide good examples of courtesy and consideration through their relationships with one another and with the pupils. Pupils are encouraged to understand the difference between right and wrong and the need for co-operation and support for others. They value and respect each other's talents and qualities and work and play co-operatively.

51 The provision for the social development of pupils is very good. High standards of behaviour are expected and there is a quiet orderly atmosphere throughout the school. A particular strength of the school is the use of targets to reinforce and develop good behaviour and positive social skills. These are agreed with pupils and shared appropriately with school staff and parents. Good behaviour and success at meeting targets are widely celebrated. Pupils work in groups co-operatively, interacting positively and responding well to each other's ideas and suggestions. Pupils are given monitorial responsibilities within their own classrooms, which they undertake with enthusiasm. Older pupils are given further responsibilities including showing visitors around the school.

52 Provision for pupils' cultural development is good. There are identified opportunities, particularly in English, religious education, dance, art and music, to celebrate cultural diversity and in this area the school has improved since the last inspection. Pupils' understanding of the cultural traditions of

Britain are promoted through the curriculum including a programme of educational visits, visitors to the school and a link which is being established with another school. The books and other resources for literacy, in particular, promote positive images of cultural diversity and equality of opportunity. There are insufficient resources available to increase pupils understanding of the world and of the contributions made by people from a variety of cultures to the development of the modern world. This is particularly true for mathematics, science, history and geography.

Support, guidance and pupils' welfare

- 53 The school's support and guidance for its pupils is good and makes a positive contribution to the educational standards achieved. The high standards noted at the last inspection have been maintained. The school is an orderly and supportive community in which pupils feel valued, secure, and happy. Parents agree with this view of the school. Staff know the pupils well and monitor their personal development very effectively. There are very good systems for monitoring pupils' academic progress. Pupils with special educational needs receive very good support and this enables them to make significant progress.
- 54 Staff expect high standards of behaviour and provide good role models. There are very good arrangements for promoting, rewarding, and monitoring behaviour. The children are involved in establishing the whole school "Golden Rules" and rewarded for keeping to them. Bullying is taken seriously by the staff and any incidents are dealt with promptly and effectively. There are satisfactory procedures for monitoring and promoting good attendance, and all unexplained absence is followed up by a letter to parents.
- 55 Overall the arrangements for promoting pupils' well-being are very good and the procedures for child protection and health and safety are satisfactory. The records of health and safety checks are not up to date.

Partnership with parents and the community

- 56 Overall the school continues to have a good partnership with parents and the community, and this has a positive impact on the children's education. The quality of information for parents is good. Parents are kept well informed through regular newsletters. Together the prospectus and governors' annual report provide a satisfactory summary of the school's organisation and achievements although there are some omissions. Arrangements for keeping parents informed on what is being taught are good. There is an open day for parents and other members of the community. Parents of new children to the school are given good information and invited to induction meetings. There are regular presentations on topics such as literacy and national tests. Details of learning objectives and topics taught are posted on parents' notice boards, and newsletters include information about the curriculum. Parents agree that the school gives them a clear understanding of what is taught.
- 57 Parents' involvement with their children's learning is very good. This continues to be a strength of the school. The procedures for keeping parents informed on progress are good. There are regular consultation evenings which are used to set and review targets, and parents of children with special needs are kept well informed about their progress. Parents are encouraged to talk to the teachers if they have any concerns. The last inspection noted that annual reports were not clear in identifying children's strengths, weaknesses, and targets for improvement. These concerns have been addressed, and the reports are now good. Parents agree that they are kept well informed about progress. A significant number of parents help regularly in school with, for example, art, reading, and assemblies. Many parents attend consultation evenings, concerts, sports days, and special events like the Harvest Celebration. The parents' association organises social events and raises funds. Parents are invited to "sharing assemblies," and many parents stay to read with the children at the start of the school day. Parents are given good guidance and encouraged to help with homework. Most parents

are satisfied with the activities their children are expected to do at home.

- 58 The school has good links with the community and these are used effectively to enhance the pupils' education. The teachers liaise effectively with the local play groups and nurseries to help the children transfer into the infant school. There are good links with the junior school with joint activities and good arrangements to help the pupils transfer. Teachers in training and students on work experience help in class. Ministers from the local churches take assemblies and work with the children in religious education. Residential visits, trips, and visitors into school are used effectively to support pupils' personal development and enhance the work done in class. There are few other established links with outside organisations.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 59 The leadership of the head teacher is excellent. Her strong, and effective leadership in managing the school, developing curriculum and pastoral care of pupils and staff has successfully maintained morale and improved the quality of education for the children through a period of major upheaval. Shortly after her appointment the entire school was moved to temporary accommodation while the school was re-built. Whilst managing the difficulties of teaching very young children in mobile classrooms she was also fully involved in the complexities of rebuilding a school. During this time she worked successfully with the deputy head and the team of teachers, many of whom were newly appointed to the school, to establish a clear educational direction for the school community, whilst retaining the confidence of the parents and setting in place effective strategies to improve standards.
- 60 The headteacher, together with the deputy head and curriculum co-ordinators, have managed and led curriculum developments to meet the key issues raised in the previous report. There is regular and systematic monitoring of teaching and the curriculum by the head teacher which offers a good model to develop the role of the curriculum co-ordinators. Pupil performance is monitored and tracked and targets are set for each pupil. Through these strategies the school has successfully addressed the under performance of pupils in the teacher assessed science and set targets for raising the achievement of the higher attaining pupils. Pupils with special educational needs are identified early by the analysis of the data available and the regular review meetings held between the head teacher and teachers. Appropriate support is provided and progress regularly monitored against the targets that have been set. Results indicate that these strategies have been effective and that this is an improving school. The role of the deputy and curriculum co-ordinators has been effectively developed. They are clear about their roles and regularly monitor the planning for their subjects and the work of the pupils. Co-ordinator files indicate a good overview of their subject and the next steps for development. These roles have made a significant contribution to the school's improvement. The school's capacity to improve further is very good.
- 61 The aims and values that the school promotes are evident in the every day life of the school. The mission statement to provide high standards of teaching and learning are reflected in the high percentage of good and very good teaching that there is in the school and the very good attitudes of the pupils to their learning. The school strives to provide equal opportunities and for pupils to achieve their potential. This is achieved through the broad and balanced curriculum and the high quality support given to the pupils with special educational needs and their inclusion and access to the whole curriculum.
- 62 The action plan following the previous inspection has been used to identify the priority areas for development in the school development plan. Action points are regularly reviewed and development

planning is very good. There are clear targets for action with responsibilities, timing and resource implications addressed. Indicators against which to evaluate success are set out. Targets for school improvement are identified through the analysis of test results. The documentation provides a very clear overview of the educational direction of the school

- 63 The ethos of the school is very good. There is a commitment by all to school improvement and the quality of the education provided is very good. The relationships between adults and pupils are excellent.
- 64 The governing body is effective and supportive. It is well informed about the work of the school and the progress that it is making towards the targets that have been set. The governors' committees meet regularly and report back to the full governing body. All policies are presented to the governing body for ratification. The governors have established good links with the school and have a good understanding of the quality of education it provides. They meet fully the statutory requirements.
- 65 The issues concerning the leadership and management raised in the previous report have been fully addressed through the following actions:
- The new head teacher has established a clear sense of direction for the school which is shared by the staff and governors
- There is very good curriculum leadership by the head, deputy head and curriculum co-ordinators who have put into place effective systems for planning
- The school development plan is regularly monitored and data available is used to set targets against which to measure performance and improvement
- Governors are fully involved in setting priorities for the school and in ratifying policy documents
- A number of governors make regular visits to the school.

Staffing, accommodation and learning resources

- 66 The school has sufficient teachers to meet the needs of the curriculum it provides. All teachers are qualified either by their initial training or subsequent experience for teaching the subjects and age groups for which they are responsible. Within the staff there is a broad enough range of experience and expertise to ensure that any changes to what is taught are introduced efficiently. The policy of teaming less experienced teachers with others with greater experience has been beneficial in helping to develop the talents and qualities of new staff. Teachers' training needs are usefully identified through personal interviews with the headteacher or through discussions with members of the senior management team. Highest priority is appropriately given to those subjects acknowledged by the school in the development plan as requiring further improvement. Through presentations at staff meetings teachers ensure that the information from courses is passed on to the rest of the staff. The school is currently seeking ways of improving training by combining with other schools to make more efficient use of the funding available. Work in numeracy and literacy has benefited from this approach most recently.
- 67 Non-teaching staff contribute significantly to the progress made by pupils, especially those with special educational needs. Learning support staff and parent helpers are briefed very thoroughly by teachers and know precisely what is expected of the pupils with whom they work. This enables them to make effective use of their time. The few occasions when this is not the case are those when helpers sit and listen to the teacher talking to the whole class. Opportunities are then missed to sit with individuals to help them to interpret or understand what is being said.
- 68 The school has recently been extensively remodelled and now provides very good accommodation for learning. Rooms are large and have been arranged by teachers to make efficient use of the space. All rooms and shared areas such as the corridors are enhanced by displays of high quality. There is good additional accommodation for teachers to work with smaller groups. The large community room also

provides a valuable facility for parents and other people from the neighbourhood. The outside area is spacious and well-maintained. The only unsatisfactory feature of the accommodation is the lack of a secure outdoor space dedicated to the needs of the under-fives. This restricts the school's capacity to promote to the fullest extent the younger children's physical development. The lack of suitable outdoor facilities for the under-fives was reported in the last inspection.

- 69 Learning resources are good. There are sufficient resources for all subjects with the exception of information technology. The shortage of suitable, up-to-date computers and printers prevents the school from improving standards in the subject even further. This is recognised by the school and is a priority for future spending. At the time of the inspection an order had already been placed for more computers. Resources for mathematics, art, music and religious education are good, and those for English are very good. The library is well-stocked and provides a welcoming and stimulating area for interesting pupils in books and developing good reading habits. The quality and range of non-fiction texts is adequate. There are too few poetry books. The provision of resources for the listening centres in each class is good

The efficiency of the school

- 70 The efficiency of the school is very good.
- 71 Financial planning is good. The governors and the headteacher have a good understanding of the constraints of the budget. Through careful planning and the virement of funds across budget headings together with a donation from a charitable trust they were able to manage a small carry forward from 1998/1999 to continue to maintain existing staff levels. Financial planning is very thorough and the budget is regularly monitored against spending. The additional spending that the school invests in supporting pupils with special educational needs is carefully targetted to meet individual needs identified after the careful analysis of data. Decisions concerning the priorities from within the school budget are made after discussions by the staff and by the governing body.
- 72 The use of teaching and support staff is good. The strategy for the deployment of teaching staff is effective and contributes to the consistently good planning and behaviour management across the school. Support staff give very good support to pupils. This is most effective when support staff sit alongside pupils when there is whole class teaching and ensure that the pupils, they are supporting, fully engage with the lesson. Time is used efficiently during the school day except on the very few occasions when sessions go on for too long and the impetus and the pace of learning is lost.
- 73 Very good use is made of the school building and resources are of a very good quality. The refurbished school provides a very good working environment for most of the pupils. The lack of a secure outdoor play area for the pupils under five, which was a key area to address in the previous report, has still to be addressed.
- 74 The financial control and administration is very good. There are effective daily routines and the governors finance committee is well informed. The finance committee regularly scrutinises the monthly statements and reconciles spending. The governors' systems for evaluating and monitoring expenditure and decision making raised as an issue in the previous report have been addressed.
- 75 Taking into account the average unit cost per pupil and
- The improvement in national test scores in reading from below average to average when compared with similar schools
 - The above average number of pupils achieving the higher level 3 in mathematics attainment by the higher attainers in mathematics
 - The improvement in national test scores in writing from close to the national average to well above the average for similar schools

The overall good progress that pupils are making in English, mathematics, information technology and religious education

The very good curriculum for and the progress of the children under five

The very high level of good, very good and excellent teaching

The very good behavior and excellent relationships in the school

The very good progress made by the pupils with special educational needs

The good improvement the school has made since the last inspection and

The excellent leadership of the head teacher

The school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 76 At the time of the inspection there were 57 children in the reception class. 14 were five and the remaining 43 still four. None of the children had yet reached the statutory school age, which is the term after the fifth birthday. Most of the children have had some pre-school experience, many attending the play group which is held in the school. The children make good progress and by the age of five exceed the desirable learning outcomes in all areas of learning. There are very good links with playgroups and the school has a very thorough and effective induction programme for the children when they start school. This is valued by the parents and enables the children to settle quickly and successfully into the class routines.
- 77 Assessment on entry using the local education authority's baseline assessment indicates that there is a very wide range of ability. On balance the attainment on entry overall is broadly average. Using the data available the children with special educational needs are identified early and targeted support is planned, and they make very good progress. The progress of all the children is at least good in all areas of learning. The children's personal and social development is very good.
- 78 The curriculum for the under fives is very good. There is an appropriate emphasis on literacy and numeracy which is taught across the areas of learning. A very good range of activities is planned which enables the children to exceed the Desirable Learning Outcomes. There is planned progression across the early years curriculum towards the National Curriculum Programmes of Study. The provision is very good in all areas except for regular access to out door play. All children have access to all planned activities and there are very good strategies to ensure that the children with special needs are included.

Personal and social development

- 79 Personal and social development is very good. The children are able to make choices and to work independently. They work together and share resources and tidy up at the end of activities. In the class green grocer's shop the children, through imaginary play, co-operate together to sell and to shop. They take turns at taking on the different roles and help one another weigh, write the bill and to give change out of the cash register. At the end of the activity they are able to return the fruit to the appropriate place and arrange it in sets. They help each other put on and take off the shop keeper's brown overall. The children try out their writing skills making cards and writing letters to take home. They concentrate and persevere with activities like setting up the train set and making a circuit and choosing to listen with headphones to story tapes. They talk confidently about the work they are doing and are receptive to new ideas which they then develop for themselves.

Language and literacy

- 80 Progress in language and literacy is good. All children have good listening skills. They listen to each other in news time and when the teacher talks to them as a whole group. Many speak clearly and fluently although a small number speak hesitantly and require a lot of encouragement to speak in front of the class in news time. The more confident read and talk about their own work in front of the class. In the role-play area they confidently take on the roles of customer and shopkeeper, improvising and acting out the routines that they know. The children enjoy books and will often choose to look at a book or listen to a story tape. They know how to use a book, turning the pages from left to right, looking at the picture clues to talk about what is happening and treating books with great care. In guided reading they use these skills to read 'Look In Here.' Most can write their own names using upper and lower case letters. They can read and recognise the days of the week and practice their writing in the shop and at the writing table where they use a range of writing tools and are invited to

'work here on you own'. The children are beginning to use their knowledge of phonics and initial letter sounds to write their own books on day and night. They are able to spell out words like bat, fly and owl and, in partnership writing are able to write sentences like 'At night bats flutter in the trees'. The children with special educational needs are given very good support in working towards the targets that are set for them and make very good progress in recognising and tracing over their own names.

• **Mathematics**

- 81 Progress in mathematics is good. The children can count up to 10 and beyond. Through practical activities using building blocks and through drawing and painting they have a good concept of comparing size 'bigger than' and 'shorter than'. In these activities they are able to solve simple problems and use their knowledge of number to count and match numbers 1 to 1 up to 25. They know and can recite and sing number songs and rhymes. They are gaining and are able to use the appropriate mathematical language to talk about comparing size and give good examples of tall buildings like flats and houses compared with smaller buildings like a doll's house. They use their imagination to compare the bigger rainbow to the smaller yo yo. They can order three objects by size and give reasons for their chosen order. Children with special educational needs make very good progress, towards the targets that are set. They are gaining an understanding about comparing and ordering different sizes and fitting different shapes together in puzzles.

• **Knowledge and understanding of the world**

- 82 The children are gaining a good knowledge and understanding of the world through a good range of activities. They are making good progress in their use of information technology and can create pictures on the screen and are competent in using the keyboard and the mouse. They are very confident in their use of the computer and are able to use different programmes in a number of the areas of learning. They have a good understanding and knowledge, and know for example the purposes of roads and railways. They recognise that various shops sell different things and that their shop 'does not sell sausages because it is a green grocers'. They know how to use switches to control the cassette tape recorder.

• **Physical development**

- 83 Physical development is good in most of the areas of learning. Children have good control of their own space when standing in a line, sitting on the carpet areas and in the use of space in the hall. They are able to move safely on apparatus when practising balance and control on apparatus. They competently handle tools like scissors and printing materials with confidence, fold and put away overalls in the shop and use construction materials to make simple models. They are developing their co-ordination skills through their use of a good range of felt tip pens, pencils for writing and colouring. The access to outdoor play for construction and the use of large wheeled toys is very limited. The children with special educational needs make very good progress. They are given very good support to enable them to be included in the physical aspects of the curriculum.

• **Creative development**

- 84 The creative development of the children is good. They use a good range of colours and textures to express their ideas through printing, collage and painting. They can name the primary colours and know some secondary ones like pink and purple. They are able to mix colours to make green using yellow and blue and draw recognisable objects pictures like pineapples. They use their initiative in printing to develop their own patterns using different shapes and vegetables. They recognise and use black and white. In their paintings, in the style of artists like Mondrian, they drew black lines and painted the spaces in between. They can select from a number of shapes to print patterns using white

paint on black paper. In three dimensional pictures they are able to weave with different materials including sequins and brightly coloured feathers. In music the children learn and know a number of counting songs and are able to follow a simple graphic score. They enjoy singing and often songs are used to support other areas of learning like number and the colours of the rainbow in art. The children with special educational needs make good progress and take part in most of the activities.

Teaching

- 85 The teaching of the under fives is always good. In half of the lessons it is very good and at times excellent. It is a strength of the school. The teaching is most effective because the teachers have a good understanding of the curriculum for the early years and the way that young children learn. Lessons have a clear focus and activities are planned which enable the children to learn through practical experience. The children are encouraged to make choices and are not confined to paper and pencil or table top activities. The other adults who work and help in the classroom are given precise written instructions and the intended outcomes, of the activities they are supporting, are clearly identified. The work planned for the children with special educational needs reflects the targets that have been set. These factors have a significant impact on the progress that all of the children make towards the desirable learning outcomes for this age group.
- 86 The teaching of language and literacy is good and very good in half of the lessons. The literacy strategy has been successfully introduced and adapted to meet the needs of young children. The teaching is at its very best when there is clear progression in the activities planned based upon the targets that have been set for the individual. There is continuous assessment by the teacher which is used to inform the next steps in learning.
- 87 The teaching in the mathematical area of learning is good and in two thirds of the lessons very good or excellent. The use of mathematical language is good and practical activities are planned so that the children engage in simple problem solving using construction and role play.
- 88 The teaching of the other areas of learning is always good. The planned activities provide opportunities for the children to practise their speaking and listening skills and to use the skills they are acquiring in language and literacy and in the mathematical area of learning. This is evident in subjects like mathematics where they draw round the tallest and shortest members of the class, paint the shape and then cut it out to compare the heights.
- 89 Resources for the teaching of the under fives are good except in the provision for outdoor play. There is no large out door play or wheeled equipment for pushing and pulling or a secure dedicated outside area. The other resources for the remaining areas of learning are of good quality and in very good condition.
- 90 The accommodation for the under fives, except for the access to out door play is very good. It has recently been refurbished and is light and spacious and there is a well resourced shared area for sand and water. Children's work is valued and displays are of a high quality. The teachers' displays, like the word wall, are used effectively to re-inforce what is being taught.
- 91 The school has maintained the good teaching and the progress and attainment made by the under fives reported in the previous report. The unsatisfactory and restricted access to an outdoor curriculum identified in that report remains an issue to be addressed.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 92 Standards in reading are above average. The results in the 1999 national tests were better than those in 1998 with more pupils attaining higher standards. The results in 1999 were close to those in similar schools.
- 1 In the Key Stage 1 national tests for reading in 1998 and 1999 the number of pupils achieving Level Two or above in the school was close to the national average. However when compared with similar schools in 1998 it was below average. In 1999 the school had improved and achieved results in line with similar schools. In the national tests for writing in 1998 performance was close to the national average and was in line with similar schools. However in 1999 the school showed a marked improvement and results were well above the national average and well above those of similar schools. An analysis of reading scores from 1996-1999 shows very good progress. In 1999 boys' attainment in reading was below that of girls and the national average. Attainment in reading for girls was above the national average. In writing both boys and girls attainment was well above the national average but
- again girls out performed boys. The improvements are due mainly to
- the school's implementation of the National Literacy Strategy
 - the improved range and quality of reading materials
 - the explicit teaching of grammar and sentence structure
 - the new phonics programme the school has recently introduced and
 - the school's thorough system for setting individual targets which are shared with the pupils and the parents.
- 94 Attainment in speaking and listening, by the end of Key Stage 1, is at the level expected of pupils of this age. Pupils listen carefully and answer questions posed by teachers and other adults. They are able to follow instructions and most are able to recount information they have heard or read. Some are confident speakers to the rest of their class showing an ability to speak with clarity, taking into account the audience they are addressing. Good use is made of the plenary session, in the National Literacy Strategy, to develop pupils' skills in speaking to a large group. Pupils are able to extend their vocabulary using words like catalogue to describe different types of books. There is an effective system during group work that enables pupils to know whether the work is to be completed independently, or whether they may ask each other questions, discuss the activity or work co-operatively. Opportunities are provided in the role play area, for pupils to engage in activities to develop both speaking and listening skills. However, drama features too infrequently.
- 95 Attainment in reading was average in the 1999 national tests. Inspection evidence indicates that the standards in reading is improving and that the reading in Year 2 is good. All pupils read with enthusiasm, and are keen to discuss their books. Pupils are taught, and are able to use a variety of decoding skills to tackle unknown text, including phonics, picture cues and context. Teachers have noted that boys' enthusiasm and interest in reading and books has improved since the introduction of the National Literacy Strategy. All pupils read regularly to their teacher and other adults. They borrow books from the library and graded reading books to share at home. Parents are given information to support them in reading with their child and there is a well used diary system for parents and teachers to communicate about the children's reading progress. Parents and carers are also welcomed in to the school every morning to share books with their children. Pupils make good use of the library and through a well organised system, supported by trained parent helpers, show understanding of the location of information books using a simplified Dewey Decimal system. Pupils are taught to use dictionaries and they are able to use the index and contents pages to locate information.
- 96 Attainment in writing is very good. Pupils use sentences with simple punctuation and are able to spell common words correctly. Emphasis throughout is on independent writing and by Year 2 pupils are

able to do extended pieces of writing supported by the use of dictionaries and specific work related vocabulary provided by the teacher. Teachers' marking is consistent and provides pupils with clear targets for improvement. Pupils are given opportunities to develop their writing in a variety of styles including reports, first hand accounts, poetry, creative and letter writing. Lower attaining pupils and pupils with special educational needs are given focused support including outlines for their writing to support sentence construction. All pupils have targets for literacy in their language books, which are agreed and known by themselves and all relevant adults, including their parents. These are regularly referred to and their success, on completion, is widely celebrated. The clear objectives identified in lesson planning and the focus on individual targets are having a positive effect on quality and standards.

- 97 English is effectively used across the curriculum particularly in religious education and in history. Pupils are able to use their writing skills as well as having the opportunity to develop their language skills in role play situations.
- 98 Pupils are currently making good progress in English. Girls' attitudes to English are very good and those of boys are improving which has a positive effect on progress. Pupils are attentive, well behaved and keen to respond. They settle quickly to their work and are rarely distracted by others. They are able to work independently or co-operatively as appropriate and take responsibility for the equipment they need. The clear individual focus for all pupils through the system of target setting for both behaviour and literacy is also having a positive effect. Pupils have a good understanding of what is expected from their completed tasks.
- 99 Handwriting is taught systematically and by Year 2 pupils are taught a clear joined script. Pupils are making good progress and standards of handwriting and presentation are good. Good use is made of a variety of strategies to teach handwriting, including specific computer programmes, which promote correct letter formation and support progress in controlling a mouse.
- 100 Pupils with special educational needs are making very good progress towards the targets set for them but attainment is still depressed. Learning support assistants are very well briefed to meet the learning needs of pupils and there is a good system for effective communication between all adults involved with a pupil to assess progress and attainment and set new targets if appropriate. Support assistants give particularly sensitive and appropriate support to pupils with behavioural, emotional or physical needs to enable them to fully access the curriculum. There is some inconsistency in the levels of support during whole class input, particularly at the start of literacy sessions, needs to be addressed to make more effective use of their time.
- 101 The quality of teaching is always at least satisfactory and in 80 per cent of lessons observed was good or occasionally better. Classes are very well organised and standards of behaviour are very good. Teachers have a good knowledge of the subject and this is improving as the school develops its very good work within the remit of the National Literacy Strategy. The best teaching is characterised by a clear understanding of pupils' attainment, clear and challenging learning objectives and well-prepared resources. Learning support staff and parents are well-briefed like the adult working with a group of pupils in the library looking for publisher's logos. Pupils' work is always marked. It is annotated and contextualised and gives the pupil both praise and clear guidance for improvement. Reference is often made to pupils' literacy targets and this is a particularly strong factor in enabling progress and raising standards.
- 102 Both medium and short term planning are good. The current policy for English is due for review in January 2000 and does not address the requirements of the National Literacy Strategy. The co-ordinator and teaching staff have developed the medium and short term planning and are reviewing and refining them on an ongoing basis. The co-ordinator monitors pupils' work and teachers' planning and is using this to inform policy review and to ensure continuity and progression. The monitoring of teaching and learning requires further development.

- 103 There is a policy for the library, which is both relevant and gives a good focus for the development of this facility. The library stock has recently been audited and re-organised with the addition of new furniture and a large number of new books, particularly for literacy. The co-ordinator is currently reviewing use of the library in order to inform future purchasing of books.
- 104 There are sufficient and very good quality resources for English in classrooms and the library. The school has invested heavily, partly from government initiatives and partly from a charitable trust, in the purchase of good quality modern texts to support literacy and to establish a library with quality furniture accessible to the youngest children. There is also a good range of language materials throughout the school as well as teacher produced materials, which are of a consistently high quality. Fiction texts positively reflect the culturally diverse society in which we live and include materials supporting equality of opportunity. However the quality and range of non-fiction texts is more limited. There is a limited selection of poetry books. Audio and video materials are available and each class has a well-used listening centre.
- 105 Since the last inspection the school's overall attainment in English has improved. It has also met the need identified to broaden the reading experience for all pupils. Through the structured delivery of literacy the school has also addressed the need to further develop the skills associated with emergent writing.
- 93 **Mathematics**
- 106 Standards in mathematics are average and are improving. Performance in the national tests for seven year-olds in 1999 was close to the national average. It was also broadly the same as that of other similar schools. The proportion of pupils achieving Level 3 – the higher level possible – was above average. Taking the longer view the trend over the past four years has been one of gradual improvement in spite of a dip in results two years ago in 1997. On balance the attainment of girls is higher than that of boys. This is contrary to the national situation in which boys' performance marginally outstrips that of girls. Inspectors found that attainment in this year's Year 2 is about average.
- 107 On balance progress is satisfactory; in numeracy it is good. By seven pupils have acquired a good knowledge of number and number patterns. Through the introduction of the national strategy for numeracy greater attention is now paid to developing mental skills. As a result of skilled and imaginative teaching pupils' ability to calculate in their heads is improving significantly. Many can already calculate with reasonable speed sums involving numbers up to 20. They are developing a good understanding of the process of multiplication and can recall tables such as the two- and five-times. They recognise the significance of the position of a figure in a number and can calculate simple fractions. The opportunities for them to apply these skills to real-life situations are somewhat limited.
- 108 Teaching is always at least satisfactory and often good. Teachers plan their lessons well. Clear objectives are set for the learning and teachers explain these to the pupils. Novel ways are used to capture and hold pupils' attention, particularly in the introductory parts of lessons. These include games and brief challenges that involve all pupils. New work is explained clearly and teachers make very effective use of questioning to test understanding and extend learning. Pupils often work in groups with others of similar ability. Considerable care is taken to ensure that the tasks provided for the groups are suitably difficult without being unduly daunting. As a result pupils are generally enthused by their work in mathematics and very few show signs of being intimidated by what is expected of them. Within their groups they co-operate well and behave sensibly, not over-relying on others for the correct answers.
- 109 Typical of the most effective teaching was one lesson with Year 2 on multiplication. The lesson began with a lively session in which the pupils were challenged to make up different numbers using number

“fans” and then to add ten to those numbers. The use of the fans enabled the teacher to check the accuracy of all pupils’ responses. She then introduced the main teaching point – multiplication as a process of repeated addition – requiring pupils to provide explanations for the answers to her questions. In this way she engaged them in a discussion on different strategies. The board was used effectively by the teacher and some of the pupils to summarise the key points. Pupils then worked together in groups. The tasks were stimulating and pupils’ interest was further aroused by the opportunity to work with real objects, including sweets and coins. The teacher focused her attention on one group while a parent helper supported another. The instructions to the parent were very detailed and gave her a clear idea of what to do and what to look out for in the pupils’ performance. The class was brought together again at the end of the lesson to talk about what they had been doing and to revisit the main ideas. The pace throughout was brisk. This contrasted with two other lessons in which the pace slowed noticeably when the teachers’ explanation was excessively long and pupils’ concentration waned as a result.

110 The subject is well-managed by the co-ordinator and through her efforts there has been a successful introduction of the numeracy strategy. Each class has a good selection of resources and these are supplemented by a central store of larger apparatus. Mathematics figures prominently in the displays in most classrooms.

111 Standards are similar to those reported in the last inspection. The planning of lessons is now more consistent than previously. The co-ordinator monitors more closely through scrutinising the planning and examples of work but there are still few opportunities for her to monitor teaching and learning in classes across the school.

93 **Science**

112 Pupils make satisfactory progress in science and attainment by seven is broadly average. The progress of higher attainers is good. Standards are improving. The results in 1999 were significantly higher than those in 1998. Although the proportion of pupils attaining the expected level in 1999 was marginally below the national average the proportion attaining Level 3, the higher level, was well above average. It was also above that in similar schools. The attainment of girls is generally higher than that of boys although the significant difference in performance in 1998 has been narrowed considerably in 1999.

113 Pupils gain a sound knowledge of scientific facts. They can, for example, name the five senses and identify their purpose. They know the main processes by which materials change and recognise some changes as permanent and others as reversible. Their knowledge of simple circuits is good and they have a reasonable understanding of which materials conduct electricity and which do not. Their awareness of the potential dangers of electricity is also good. They have had some opportunity to carry out simple investigations but their skills in scientific enquiry are not well enough developed. The range and type of methods they use for recording their work is also narrow.

114 Attitudes are good. Pupils are enthusiastic about the subject. They are fascinated by scientific facts, especially when presented to them in interesting ways. They find great pleasure in making discoveries for themselves. When they have the opportunity to do so they co-operate sensibly, sharing ideas and responsibilities.

115 Only three lessons were observed, all in Year 2. In all three lessons the teaching was good. Teachers plan their lessons in considerable detail. There is close co-operation between teachers who have responsibility for classes in the same year group. As a result there is a very good sharing of ideas and pupils in the different classes receive the same curriculum. There is a good balance between explanations and demonstrations by the teacher and written or practical tasks by pupils. Care is taken to ensure that the work is made interesting. In one short session aimed at consolidating knowledge about the senses the teacher engaged pupils in a game, the purpose of which was to relate particular

senses to words associated with them. The teacher skillfully used the responses to assess understanding and to fill in gaps in pupils' knowledge.

- 116 Whilst pupils have some opportunities to undertake scientific enquiry, more are needed if standards are to improve further. When the opportunities are provided then learning is good. This was the case in another lesson on the senses in which pupils were given a variety of tasks designed to make them aware of the importance of the senses. The tasks included recording a listening trail, identifying unknown substances and objects by smell or touch, and grouping foods according to taste. In her introduction the teacher made the purpose of the lesson clear; she then discussed with the pupils how they could make the best use of the activity, getting them to predict any difficulties they might encounter. Appropriate resources were provided and advice given on how they might record their observations. The teacher then focused on one group whilst support staff worked with others. The dialogue between the teacher and the group was of high quality, requiring them to use the correct terminology and to give reasons for their conclusions. All groups then had the opportunity to report back to the rest of the class and to say what they had found out. It was a lively session but was managed effectively. The teacher's own knowledge ensured that she was able to exploit to the full the potential for learning in the various activities.
- 117 The curriculum is satisfactory. There is too little time available for science in Year 1. A comprehensive scheme of work has been agreed to ensure that pupils' learning continually builds on previous experience. All elements of the subject are well covered apart from the opportunities for scientific investigation. The co-ordinator has had responsibility for the subject for less than two years but has managed its development very effectively. Her efforts have been an important factor in the improvement in standards in 1999. Progress in science is monitored closely. Some of the assessment of achievement is over-cautious. There are too few opportunities to monitor teaching and learning.
- 118 Attainment in science is similar to that reported in the last inspection although the numbers achieving higher standards is greater. Girls continue to achieve slightly better results than boys. The relative neglect of scientific investigation in favour of knowledge was reported in 1996 and still remains to be resolved. There is, however, much better progression in learning than previously.

93 **OTHER SUBJECTS OR COURSES**

93 **Art**

- 119 The progress that the pupils make in art is good. By the age of 7 they have experienced working with a good range of materials and techniques. The pupils make good progress in mixing and making colours and are very successful in using their knowledge and skills in their painting. They study the works of artists and their paintings modelled on the work of Henri Rousseau's 'Tropical Storm With Tiger' are particularly effective. This work demonstrates their knowledge and understanding of mixing different shades of one colour and good control of brush strokes which they use to represent blades of grass. These skills in mixing colours and using brush strokes are further developed in the paintings modelled on Van Gough's 'Starry Night' painting. Observational skills are good and the observational drawings of pomegranates, a Gorba and sketches based on the Bayeux tapestry are very detailed and accurate representations. The children print using a good range of techniques including printing using objects and relief prints using string. They apply these skills to painting the Mod Roc models they have made to produce imaginary or look alike stand up animals. The work produced by the pupils is a good standard. Pupils with special educational needs make very good progress. They are confident to try out new ideas and to experiment and use paint to express their own ideas like painting imaginary animals using their Mod Roc models.
- 120 The pupils are very interested in art and behaviour is always very good. They work with high levels of concentration and persevere in order to complete paintings and sketches. All of the work is carried out with great care and the pupils are very proud of their completed pieces. They work co-operatively

together in small groups and are good at taking turns and sharing resources. They are very patient when listening to instructions and are very keen to paint, draw and make models.

- 121 Teaching is good. Teachers have high expectations both of behaviour and in the work that is planned for the pupils. There are very clear instructions given so that the pupils know exactly what is expected of them. Planning for progression in knowledge and the development of skills is good. Teachers' subject knowledge is good. There is good comprehensive planning provided for those adults who support the class teacher which enables all groups within the classroom to make good progress. The resources provided are of good quality and contribute to the high standard of work the pupils achieve. There is nearly always a good pace to the lessons so that after a concise introduction the pupils are able to move onto the practical work. In lessons where the introduction is over long the pupils do not have sufficient time to experiment for them selves or to further extend their skills.
- 122 The school has a good range of materials and resources and the co-ordinator provides good advice and guidance for the subject. Detailed information on skills' progression is available for teaching aspects of the subject and this makes a significant contribution to the progress that the pupils make across the school. The teachers' planning, sketch books and portfolios of work are monitored by the co-ordinator and there is a very good portfolio of pupils printing available for teachers to refer to. The progression of skills for Year 1 and Year 2 are clearly out lined and are reflected in the work of the pupils.
- 123 The key issue raised in the previous inspection report to improve progression and to develop a systematic approach to monitoring and evaluating the curriculum has been fully addressed. Standards in art are good and have improved since the last inspection when standards were in line with national expectations.

93 **Design and technology**

- 124 Design and technology alternates with art on the timetables and no lessons in the subject were observed during the inspection. However, there is sufficient evidence to indicate that progress in the subject is satisfactory.
- 125 The scheme of work ensures that there is reasonable coverage of the Programmes of Study and that understanding and skills are built up incrementally as pupils pass through the school. There is an appropriate emphasis on design. This was apparent in work that pupils had done – with parental support – on bridges. Plans had been translated into various models using materials ranging from wood and paper to plastic. Similarly in constructing puppets pupils had worked to their own designs.
- 126 Design and technology techniques are usefully used in work in other subjects. Pupils in Year 1 who had been studying Hinduism in religious education made Diva pots from clay and pupils in Year 2 constructed models of Tudor houses from paper and card.
- 127 Progress and the quality of provision are similar to that reported in the last inspection.

93 **Geography**

- 128 No geography lessons were observed during the inspection. Judgements are based on the scrutiny of pupils' work, discussions with pupils, scrutiny of teachers' planning and from photographic evidence.
- 129 All pupils make good progress in the geographical work they undertake. Their work is well presented and for instance shows clear progression in the skills of drawing and understanding maps and plans. Pupils in year 2 have a clear recollection in particular of field trips made and remembered in some

detail the purpose and outcome of a visit in the locality.

- 130 The policy and planning for geography are very good. There is a clear and comprehensive policy that includes a statement of commitment to equality of opportunity for all pupils. Planning follows the National curriculum Programmes of Study for Key Stage 1, and shows coverage, continuity, progression and assessment opportunities. Clear learning objectives and suggested activities are identified. The co-ordinator monitors both teachers' and pupils' work. There are clearly identified opportunities for cross curricula links to support the teaching of geography. In particular the use of texts in the National Literacy Strategy, such as one that focused on homes around the world and the development of geographical terms to support mapwork in physical education lessons.
- 131 Resources for geography are satisfactory. There is a limited collection of materials to support the teaching of geography including globes, atlases and photopacks. The co-ordinator is aware of the need to improve the quality and range of materials, in particular to ensure globes and atlases reflect current situations and that there are materials to support the study and understanding of distant localities.
- 132 The school now meets the shortfall identified in the last inspection to monitor and evaluate the subject. However it has not fully met the need to improve the quality and range of resources. Standards have improved since the previous inspection when they were identified as being in line with national expectations.

History

- 133 Pupils, including those with special educational needs, make good progress in history. They show understanding and use correct, historical vocabulary. They are developing a good sense of chronology. Pupils are able to develop skills of historical enquiry, when looking at photographs to establish similarities and differences between the time of Florence Nightingale and the present.
- 134 Attitudes to history are good. Pupils are well behaved, attentive, keen and responsive. They demonstrate a real interest in the activities provided for them, are achieving high standards and the presentation of their work is good. Teaching was always good and was very good in half the lessons observed. Where lessons were very good they were characterised by a brisk pace, skilful questions, challenging and appropriate tasks, high expectations and clear objectives. Planning and support for pupils with special educational needs is very good enabling full participation in all activities.
- 135 The policy and planning for history are good. There is a clear and comprehensive policy, which includes a statement of commitment to equality of opportunity for all pupils. Planning follows the National Curriculum Programmes of Study for Key Stage 1 and shows coverage, continuity, progression and assessment opportunities. Curriculum planning does not identify opportunities to recognise the influences on world history by a variety of cultures and societies, or the contributions of black or minority ethnic people to British history. Clear learning objectives and suggested activities are identified and these are developed further in teachers' lesson planning. The co-ordinator monitors both teachers' and pupils' work and has identified key areas for development for the subject.
- 136 Resources overall for history are satisfactory. Books and artefacts to support the teaching of British history are good. There are too few resources reflecting cultural diversity. Non-fiction texts are readily accessible and attractively displayed in the library. Artefacts and photo-packs are of good quality and are stored centrally with easy accessibility.
- 137 The last inspection noted the absence of systematic monitoring and evaluation to ensure consistency in the teaching and appropriate progression and continuity. It also commented on the need to provide a wider range of resources. The school has recently established new policy and planning documents which successfully identify procedures for the monitoring and evaluation of history and clearly demonstrate continuity and progression. The resources have been audited and appropriate purchases

made. At the previous inspection pupils achieved standards in line with national expectations. These standards have been maintained.

93 **Information technology**

- 138 Attainment in information technology by seven is above average. A combination of skilled teaching, a well-thought out programme of work and positive attitudes to the subject compensate for the limitations imposed by the equipment. As a result progress is good.
- 139 By the time that they leave the school pupils are able to use information technology to communicate effectively in words, pictures and graphs. They can also use a tape recorder competently to record sounds. From an early stage they use the keyboard and mouse to carry out basic operations and are familiar with techniques such as “click and drag”. They are aware of how important the computer is in modern life but also understand some of its limitations. Through their use of equipment such as the Roamer they learn how to control movement by giving a sequence of instructions. They are confident in using computers in other subjects. Examples include forming letters to improve handwriting, generating graphs of data collected in mathematics, and compiling a weather chart in geography.
- 140 Attitudes to work in information technology are invariably positive. From an early age pupils use computers with confidence and enthusiasm. They are often required to work in pairs or small groups and do so sensibly, sharing ideas and taking their turn. Although a number of observations were made of pupils using information technology only four examples of direct teaching were observed. In all sessions the teaching was good. The teachers prepare their work thoroughly. They place an appropriate emphasis on the teaching of skills and demonstrate effectively what needs to be done. Although teachers vary in the levels of their own expertise, in none of the lessons were gaps in knowledge evident. Considerable care is taken to make lessons appealing and instructive. Before using the Roamer, for example, pupils in Year 1 were encouraged to use a dummy keyboard to try out their instructions. Once pupils had mastered how to control the Roamer the teacher used it to reinforce learning about the sequence of the days in the week. She did this by asking pupils to give the device the correct instructions to stop alongside specific cards on which the days were written. They enjoyed the challenge of the activity which in turn helped to reinforce their knowledge of the days.
- 141 The subject is co-ordinated well. A development plan has been produced, the highest priority on which is the acquisition of new computers and printers. Although the number of computers is about average the quality is inadequate for current requirements. The school has it in hand to purchase new machines in order to broaden pupils’ experience and raise standards even further.
- 142 The standards achieved and the quality of teaching have improved since the last inspection and there is now better continuity in the programme of work.

93 **Music**

- 143 From the evidence of a very small sample of lessons observed, the singing in assemblies and the lunchtime recorder group progress is good. Pupils follow a published scheme which secures the continuity and progression in pupils’ learning. The younger pupils in the age group are able to recognise and name different types of drums and recognise, by the sound they make which drums are being played. They are confident to play and to perform as individuals and as part of a group to the class. They competently compose sequences of sound and in pairs play question and answer rhythms. The singing in assembly is good. Pupils sing with enthusiasm, they have a good sense of pitch and rhythm and a good repertoire of songs that they sing by heart. They take part in concerts and perform to their parents and the wider community on occasions such as singing carols at the local shopping centre and school concerts. There is a recorder club where a good number of pupils are learning to

play the recorder and to read from notation. They are making good progress in the early stages of playing together as a group and in following the music.

- 144 The pupils enjoy making music. They are very well behaved and respond with enthusiasm and enjoyment. Relationships are very good. Pupils are very keen to play the instruments, to carry out instructions and to demonstrate to the class. The behaviour when singing in assembly is very good. All of the pupils take part and are included. The recorder club is well attended and behaviour is good.
- 145 Teaching is good. Lessons are conducted at a good pace and there are plenty of opportunities for the pupils to take an active part in lessons. Good connections are made, at the beginning of lessons, to remind the pupils of the previous learning and to check on their knowledge and understanding. This is effective in securing good progression in the skills that are being taught. Planning is good and good use is made of the instruments available.
- 146 The co-ordinator provides good support and advice to non specialist teachers. This includes the scheme of work that has been recently adopted by the school which is to be evaluated with the staff. The co-ordinator regularly monitors the progression in skills being taught by looking at teachers' planning and linking this to the scheme of work. The music curriculum provides a good range of opportunities for the pupils to perform and compose and to appraise their own work. The resources for the teaching of music are good and representative of a good range of cultures.
- 147 There were no key issues to address raised in the previous report. Although the music specialist tutor is no longer on the staff of the school pupils continue to make good progress and standards have been maintained.

Physical education

- 148 Pupils make very good progress in physical education (PE). During the period of the inspection the main activities in PE focused on dance and gymnastics. In both these areas pupils demonstrate very good standards in both the quality and range of their movements. They are able to sequence movements in dance to build into a narrative and to transfer a sequence in gymnastics in floorwork onto apparatus. In dance they show an awareness of rhythm and an ability to perform with regard to the mood of the music. In dance and gymnastics they show poise, agility, imagination and an ability to plan their work effectively. The good planning which builds on pupils' prior attainment enables the pupils to make very good progress.
- 149 Pupils have positive attitudes to PE. In the best lessons they are very well behaved, enthusiastic and clearly enjoyed the activities. They work hard to improve the quality of their movements as individuals and also in groups where they demonstrate a high level of co-operation to perform at their best. They have a very good awareness of personal space and the importance of safe practices in PE, both for their own physical safety and that of others. Pupils with special educational needs are well supported and make very good progress in the quality of their movements and for some, to integrate into the class activities. Pupils demonstrate a good understanding of the effect of exercise on their bodies and the need for warming up and cooling down.
- 150 There is a detailed policy supported by comprehensive planning. The PE curriculum covers the three areas of games, gymnastic activities and dance in the programme of study. It also covers athletics and swimming. Planning shows very good continuity and progression and identifies opportunities for cross-curricular links and assessment. Planning is school specific and draws upon published schemes and materials and school developed activities.
- 151 The quality of teaching is very good and teachers have good subject knowledge. All lessons observed were satisfactory or better with 60 per cent very good or occasionally excellent. Where teaching is at

its best teachers use a variety of strategies to establish and maintain high standards of behaviour, use praise, exposition and demonstration effectively to improve the quality of the pupils movements, plan effectively with high expectations, ensure a brisk pace and meet the lesson objectives. Where teaching was less effective the pace was slower and teachers did not consistently support pupils in improving the quality of their work or maintaining good behaviour. In all lessons high standards of safety are maintained both in the handling and use of apparatus.

152 Resources for PE are very good. All apparatus is in very good condition, safely and efficiently stored and is sufficient to meets the needs of the curriculum. Most apparatus for gymnastics is accessible to all pupils who are efficient in setting it up and putting it away. Games equipment is stored safely in the hall and is easily accessible. The hall is spacious and there is a large hard outdoor area and field.

153 The school has largely met the action points made in the last inspection and the quality of planning and teaching is now very good. The majority of pupils have high standards of behaviour and the quality of their work is very good and sometimes excellent. In a minority of lessons the quality of pupils movements and their behaviour was satisfactory. The about average standards reported in the previous report have improved and standards are very good.

93 **Religious education**

154 Attainment in religious education is good. The pupils make good progress in their knowledge and understanding of major world faiths. They know about festivals and traditions and the parables. The Year 1 pupils know how different religions celebrate harvest time. They have made realistic sketches of crops that represent the Jewish harvest and they are able to talk about the Sukkot that they built for an assembly. They accurately record the story of Rama and Sita. Their work on the symbols of Diwali includes very accurate drawings and precise detail of a GORBA. The pupils are able to talk knowledgeably about artefacts on display in the classroom and know their purpose and religious significance. Year 2 pupils know about the Jewish festival of light at Hannukah. They are able to write and illustrate their own interpretations of the 'Good Samaritan' and express their own feelings about being lost and found like the parable of 'The Lost Sheep.' The pupils are very good at listening and respecting the views and feelings of each in circle time when they talk about 'tomorrow's special person time.

155 Pupils with special educational needs make very good progress through the very good range of practical activities that are planned which effectively link religious education with speaking and listening and aspects of art and design technology.

156 The pupils' behaviour is always very good. They are very interested in the activities that they undertake. They know exactly what they are expected to do and are able to work independently. They are confident to seek help when needed like winding the wool around the diva sticks. They sustain their interest and are self motivated because of their high levels of interest in the subject and the good teaching.

157 Teaching is good. Lessons are very well planned and promote effective learning and good progress. Resources to support the teaching are excellent. The activities that are planned are interesting and the teachers give attention to every detail. Instructions given are clear and there is good planning for the adults who support the teachers in the classroom. Teachers have a good knowledge of the subject. There are good links made with the subject across the curriculum so that it is not taught in isolation. Good examples of this are making chappatis in the home corner and transferring the skills that are taught in art to looking closely and drawing the Hindu artefacts. It is because of the good teaching that the pupils engage readily and their attainment and progress is good

158 The school follows the Cambridgeshire locally agreed syllabus and there are effective links made to the themes for collective worship themes. The policy supports the teachers' planning. There is an

acting co-ordinator and good direction is given to the teaching of the subject. There are good links with the community both in inviting parents into the school and in the regular visits made by the local clergy. The resources that the school has are excellent. The quality is very good and they contribute significantly to the attainment and progress that the pupils make. The attainment of the pupils is good and has improved since the previous inspection.

93 **PART C: INSPECTION DATA**

93 **SUMMARY OF INSPECTION EVIDENCE**

93 159 The inspection team of four inspectors spent a total of 12.5 inspection days in the school over a period of four days. A total of 56 lessons were observed, either wholly or in part during 33.76 hours of observation of lessons. A representative sample of pupils' work, covering all age groups, was scrutinised.

93 160 All subjects taught during the inspection were observed. All available evidence was used to assess the standards pupils are attaining and the progress they are making in these subjects.

93 161 The pupils were also observed arriving at and leaving school, during registration and on the playground. Discussions were held with pupils about their work. A representative sample of pupils were heard to read in all year groups.

93 162 Discussions were held with the headteacher, the governors, the teachers and some members of the non-teaching staff. A meeting was held with parents before the inspection to seek their views of the school. The meeting was attended by 16 parents. Forty-nine questionnaire responses (28.8 per cent) were analysed.

93 163 Feedback was offered and given to all members of staff on the quality of teaching.

93 164 The school development plan, budget papers, policy documents, teachers' planning, pupils' records, reports to parents and attendance registers were analysed.

93 165 Assemblies held during the inspection were attended.

DATA AND INDICATORS

93 Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y2	170	4	50	21

93 Teachers and classes

93 Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	7.20
Number of pupils per qualified teacher:	23.61

93 Education support staff (YR – Y2)

Total number of education support staff:	8
Total aggregate hours worked each week:	135.5
Average class size:	28.3

Financial year:	1999
	£
Total Income	291395
Total Expenditure	302263
Expenditure per pupil	1688.62
Balance brought forward from previous year	24323
Balance carried forward to next year	13455

Number of questionnaires sent out: 170
 Number of questionnaires returned: 49

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	34	14	0	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	30	19	0	0	0
The school handles complaints from parents well	15	16	12	1	0
The school gives me a clear understanding of what is taught	18	24	5	1	1
The school keeps me well informed about my child(ren)'s progress	13	27	6	2	0
The school enables my child(ren) to achieve a good standard of work	21	24	3	1	0
The school encourages children to get involved in more than just their daily lessons	14	24	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	23	1	3	0
The school's values and attitudes have a positive effect on my child(ren)	22	21	4	1	0
The school achieves high standards of good behaviour	21	26	2	0	0
My child(ren) like(s) school	27	21	0	0	1

93 **Other issues raised by parents**

There were no major concerns expressed by parents either in the questionnaire or at the parents' meeting.

93

Summary of responses

The parents are very supportive of the school. They feel that the school is very approachable and that they are kept very well informed of their children's progress.