

# INSPECTION REPORT

## **The Shakespeare Infant School**

Eastleigh

LEA Area: Hampshire

Unique Reference Number: 115888

Inspection Number: 187705

Head-Teacher: Mrs L Ross

Reporting inspector: Mrs B Darley  
22518

Dates of inspection: 04/10/1999 - 08/10/1999

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**INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant school
Type of control:	County
Age range of pupils:	4-7 yrs of age
Gender of pupils:	Mixed
School address:	Shakespeare Road Eastleigh Hampshire SO 50 4FZ
Telephone number:	01703 573888
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Appropriate authority:	Governing body
Name of chair of governors:	Mr C Brennan
Date of previous inspection:	29/04/1996 - 02/05/1996

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	Science	Teaching
	Art	Efficiency
	Design and technology	
Geoffrey Humphrey, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development
		Attendance
		Spiritual, moral, social and cultural development
		Support guidance and welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Fiona Robinson	English	Leadership and management
	Religious education	
	Music	
	Physical education	
	Special educational needs	
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## MAIN FINDINGS

### What the school does well

- This is an improving school and is very well placed to move forward and raise standards.
- The headteacher provides very clear direction and very strong leadership for the school.
- The quality of relationships and the promotion of the pupils' personal development and social skills is very good and a strength of the school. Pupils' behaviour is very good.
- Provision for pupils with special educational needs is very good.
- The new accommodation for children under five in reception is excellent and children make a good start to their education.
- There is some very good teaching in under fives and Key Stage 1 with some excellent teaching in English and mathematics.
- The quality of teaching has improved significantly since the last inspection,

### Where the school has weaknesses

- I. Pupils' attainment in spelling and writing is below national expectations.
- II. Standards in science are below national expectations with too few pupils attaining Level 3 in national tasks.
- III. The quality of teachers' daily planning is unsatisfactory. It does not use assessment information to ensure all pupils are set appropriately challenging tasks, except in English and mathematics.
- IV. There are weaknesses in some teachers' subject knowledge across the curriculum, which creates inconsistencies in the quality of teaching.

The school's strengths identified above outweigh its weaknesses. The governing body will produce an action plan for improving these areas and will send a copy to all parents or guardians of pupils at the school.

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

The school is clearly improving and very well placed to improve further. The very strong leadership of the headteacher, particularly since the last report and good support over the last eighteen months from the new deputy headteacher are fundamental factors in the school's improvement. Starting from a low base of pupil attainment, improvement in progress, and thus pupils' standards of attainment, has been slow. However, a marked improvement in the school's results is seen in the 1999 national tests. The school has dealt with most of the issues raised by the last report; with the exception of the use of day-to-day assessment to ensure a close match of work to pupils' abilities in relation to higher-attaining pupils. The most significant improvements include raising the quality of teaching, improving pupils' attainment, curriculum planning, and pupils' behaviour.

The school has dramatically reduced the amount of unsatisfactory teaching and now has some excellent teaching and a much higher percentage of very good and good teaching. This has been achieved through an effective training programme, and current weakness relates to the lack of detailed daily and weekly plans for subjects other than literacy and mathematics. There has been good improvement in standards in music and physical education, and resources for information technology.

The curriculum and standards in information technology and religious education have improved since the last inspection. Curriculum planning overall has improved and there has been some improvement in assessment procedures. All staff and governors are fully involved in school development planning, and the quality of the school development plan has improved since the last inspection. There has been significant improvement in

teacher confidence in information technology, and in the quality and number of computers.

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## Standards in subjects

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

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

**These comparisons are not a true reflection of the current work of the school.** Attainment has had to rise from a low base, and progress in raising attainment has been slow, because the quality of teaching was also low. The strong leadership of the headteacher, the impact of improvements in the organisation and management of the school, and the quality of teaching are beginning to raise standards. Significant improvement to curriculum planning and analysis of test results in the last eighteen months has raised teachers' expectations further. This has improved the quality of teaching significantly which is beginning to affect pupils' progress over time. Pupils' test results for 1999 in national tests show overall improvement in English, mathematics and science, and there is an improvement in the number of pupils attaining the higher Level 3. Inspectors' findings support this upward trend in attainment. However, pupils' writing skills, command of language skills, and understanding of science were still below national expectations during the inspection.

### Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Satisfactory
Science		Satisfactory
Information technology		Satisfactory
Religious education		Satisfactory
Other subjects	Satisfactory	Satisfactory

There has been a significant improvement in the quality of teaching since the last report where 21 per cent was unsatisfactory. The greater percentage of teaching is now satisfactory and teaching remains satisfactory overall. However, a significant amount of teaching is good or better (49 per cent) and 18 per cent of this is very good or excellent. These proportions are better than those normally seen in primary schools. Unsatisfactory teaching has reduced to seven per cent and is related to individual lessons which did not ensure sufficient progress for pupils. The increase in high quality teaching and the reduction in unsatisfactory teaching are a significant change. There are some differences between the parallel classes in the pace and expectations of children in lessons. The good, very good and excellent teaching makes a significant contribution to pupils'

progress and to the positive standards of behaviour. Significant work has been undertaken to improve planning, particularly in literacy and mathematics. However, there are still weaknesses in the matching of tasks to the needs of higher-attaining pupils except in literacy and numeracy. The lack of clear and detailed daily plans, which identify what pupils are expected to learn and how the tasks are altered to challenge all groups of pupils, does not support teachers with less specialist knowledge sufficiently well in under fives, science, art, geography and design and technology.

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

**Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour Attendance	Behaviour in classrooms and around the school is consistently good. Good attendance and punctuality make a positive contribution towards pupils' progress and attainment.
Ethos*	Satisfactory. There is a commitment to raising standards further from all in the school, which is beginning to raise standards.
Leadership and management	Good. The deputy headteacher and senior management team ably support the headteacher. The governors and a hardworking staff are working well as a team to support development in the school.
Curriculum	Satisfactory. A strength of the curriculum is its breadth and balance.
Pupils with special educational needs	Very good provision which is effectively managed.
Spiritual, moral, social & cultural development	Good. Provision for pupils' social development is very good. There are strengths in spiritual and moral development.
Staffing, resources and accommodation Value for money	Staffing is satisfactory. New under fives' accommodation is excellent, and accommodation is good. Resources are good. In relation to its context the school provides sound value for money.

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

**The parents' views of the school**

**What most parents like about the school**

- V. Children like the school
- VI. Parents consider the school to be improving, forward looking, and with clear direction
- VII. The school promotes positive attitudes and values
- VIII. Parents are satisfied with their children's attainment and progress
- IX. Parents are happy with the information they receive.
- X. The parents report that the school is approachable.
- XI. Parents feel encouraged to play an active role in the life of the school.

**What some parents are not happy about**

- XII. Some parents are concerned about standards of
- XIII. Parents expressed some dissatisfaction with
- XIV. Some parents expressed dissatisfaction with

Inspectors found no evidence to support parents' concerns about behaviour or extra-curricular provision. Pupils' behaviour is consistently good and the range of clubs is good. The provision of homework is satisfactory overall but could be more precisely targeted to meet the needs of higher attaining pupils. Inspectors support all of parents' positive views with the exception of attainment in writing, the development of pupils' language and scientific knowledge where there are some weaknesses.

## KEY ISSUES FOR ACTION

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

a) Ensure standards of attainment are raised in English by:

XV. improving pupils' standards of writing and presentation

XVI. increasing opportunities for the development of pupils' vocabulary and speaking skills

XVII. ensuring higher-attaining pupils achieve Level 3 in writing

(Paragraphs: 5, 21, 29, 32, 75-77, 79, 82-83, 88-90, 92.)

a) Ensure standards of attainment are raised in mathematics and science by:

- ensuring more higher-attaining pupils achieve Level 3
- using assessment data effectively to develop changes in the curriculum and teachers' expectations
- setting tasks in science which are sufficiently well planned to challenge higher attaining pupils.

(Paragraphs: 7-8, 11, 16, 27, 38, 65, 89, 94-96, 98)

a) Ensure greater consistency of teacher knowledge, and the quality of teaching between parallel classes by:

- conducting a staff training needs audit and implementing additional training for teachers with the least secure subject knowledge
- making teachers' weekly plans more clearly structured and specific about what pupils will learn, and the key vocabulary and skills to be developed, except in literacy and mathematics
- producing detailed daily plans which are linked to pupils' targets, structure the lesson and identify how tasks are altered to match the work to the needs of all groups of pupils in each class
- identifying within the daily plans target groups for regular assessment and ensure this informs future work and provides regular checks on pupils' progress towards their targets
- monitoring differences between classes, groups of pupils, and boys and girls.
- moderating teacher assessments and pupils' work to ensure consistency of expectations between teachers in the same year group.
- sharing specific pupil's targets with parents, and making a more direct link between these and homework set for pupils

(Paragraphs: 5, 20-21, 23, 28-29, 32, 51, 54, 59, 61-62, 88, 89, 92, 102-103, 105, 106, 108, 115, 119)

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

- provide clear guidance to teachers to ensure they pay sufficient attention to the role of evaluating the work of others in art, and design and technology

(Paragraphs: 28, 105, 106.)

- ensure greater emphasis on role play for children under five and extend it to opportunities in outdoor play  
(Paragraphs: 68, 71, 73-74.)

## **INTRODUCTION**

### **Characteristics of the school**

1. The Shakespeare Infant School is in the Eastleigh North ward near Southampton. The school was opened in 1931 as a primary school. In 1976 a junior school was built on the site and the infant school now occupies the whole of the original building. Pupils come mainly from the local area and from a range of backgrounds and housing. No pupils attending the school have statements of special educational needs. There are 75 pupils on the school's register of special educational needs. This represents 28 per cent of the school's roll. The number of pupils on the school's register for special educational needs is above the national average. The number of pupils with statements is well below the national average. There are 11 pupils with English as an additional language representing 4 per cent of the school population, which is higher than the national average. None of these pupils receive specialist support to help them learn English. Twelve per cent of pupils are entitled to free school meals and this is broadly in line with the national average.
  2. The school is a local education authority maintained infant school. There are 264 pupils attending the school, which caters for boys and girls from 4 –7 years of age. Most children are admitted to school in the September of the academic year in which they are five. Children with birthdays in the spring term start school part-time until half term of the autumn term and then come to school full-time. Children with birthdays in the summer term attend school full-time from January. Almost all children starting school have some form of pre-school experience. The majority of children start school with attainment levels below those expected for children of this age. The school's assessments, against the local education authority's criteria for assessment on entry to school, show that children's levels of attainment in English, mathematics and science are below expectations for children of this age.
  3. The school's stated main aim is to provide quality learning for all their pupils, underpinned by the development of their social, moral, cultural and spiritual awareness, always challenging each and every person to achieve his or her best.
  4. The school's supporting aims are to:
    - provide a stimulating yet secure environment in which the children can feel confident, valued and trusted, which is captured in the simple phrase 'we care'
    - teach the pupils to become articulate, numerate and literate
    - ensure parents, staff and governors work in partnership to make sure the children have the skills necessary for success.
1. The school's targets for the current year are to:
    - continue to raise pupils' achievements in literacy, particularly in writing, and mathematics
    - establish and implement a system to identify and meet the needs of higher attaining pupils, addressing the issue of underachievement for these pupils in English, mathematics and science

- implement the newly developed curriculum for information and communication technology, including assessment and the development of staff confidence
- prepare for the development of citizenship in the curriculum for September 2000
- maintain and develop further reward systems for good behaviour in and outside the classroom.

6. The key issues for action from the last inspection required the governors, headteacher and staff to improve further the pupils' standards of work and learning by:
- establishing a whole school approach to curriculum planning and monitoring, with greater use of pupil assessment to inform planning
  - producing a school development plan which is linked more closely to key priorities and an overall budget strategy
  - improving teaching by giving greater emphasis to matching tasks to pupils abilities
  - ensuring that the school meets its legal obligations with regard to collective worship and the teaching of religious education
  - developing and clarifying the systems and procedures needed to run the school
  - continuing to give priority to the improvement of behaviour throughout the school, particularly outside classrooms.

• **Key indicators**

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	46	55	101

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	27	26	38
	Girls	43	48	49
	Total	70	74	87
Percentage at NC Level 2 or above	School	68(74)	72(79)	84(82)
	National	80(80)	81(80)	84(84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	29	40	42
	Girls	48	52	51
	Total	77	92	93
Percentage at NC Level 2 or above	School	75(79)	90(81)	90(90)
	National	81(80)	85(84)	86(85)

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	5.5
	Unauthorised	School	5.7
	Absence	National comparative data	0.5
			0.5

• **Exclusions**

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

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	93
	Less than satisfactory	7

<sup>1</sup> Percentage in parentheses refer to the year before the latest reporting year

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

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

#### **Attainment and progress**

7. Unconfirmed test results for 1999 show improvements in attainment compared to the school's previous year's results. More pupils attained Level 2 and above, with an increase in pupils attaining the higher Level 3 in English, mathematics and science. This is a marked improvement on the previous year. Inspection evidence supports the overall rise in pupils' attainment, but writing and the development of pupils' language is still below. Current work in science is in line with national expectations for most pupils, but is not sufficiently well planned to ensure higher-attaining pupils are being challenged to achieve more.
1. Pupils start school with standards below the expectations for their age when assessed against the local education authority's criteria. Analysis of the last two years' baselines shows that the school traditionally has many more children entering below expectation and very few achieving above. In comparison with all schools, pupils' 1998 results are below national averages in English and science, with few pupils attaining the higher Level 3. In science pupils' results are lower than in English, and well below those of similar schools. In 1998, pupils' results in mathematics were below average in comparison with similar schools and with schools nationally. This is largely because few pupils achieved the higher Level 3 in all subjects.
2. In lessons, pupils make satisfactory progress overall and good progress in 47 per cent of lessons. Progress in raising standards from a previously low base has been slower than expected for a number of reasons: the last report showed a substantial amount, 29 per cent, of unsatisfactory teaching, and, due to local issues concerning the closure of another school and the appointment of a new deputy headteacher was delayed for a year. Very strong leadership from the headteacher, an effective training strategy, and the appointment of a deputy headteacher with significant curriculum and teaching strength has all raised the quality of teaching significantly. This is now beginning to impact on pupils' progress over time and attainment, as evidenced by improvements in the 1999 results. This overall improvement is confirmed by inspection findings.
3. Reception gives children a good start to their education. Most children entering the reception classes have some pre-school experience but start school with skills below national expectations for their age in language and literacy, mathematics and science. Their physical development is in line with national expectations. They exceed these expectations in personal and social development. Children are given a thorough grounding and are well prepared for the National Curriculum through a wide range of activities, including an early introduction to the literacy and numeracy hour: for example, sharing 'big books', and oral and mental calculations. The substantial amount of good and very good teaching ensures that in lessons, most children achieve the tasks they are set. They attain standards expected for their age, except in aspects of language and literacy, and mathematics. All children, including those with special educational needs, make sound progress due to the range of activities and the quality of teaching. Where the quality of teaching is good or better, children also make good progress in lessons because there is a brisk pace and a wide variety of appropriately challenging tasks to engage children's interest. Over time, the majority of children make satisfactory progress. Standards in this area have been maintained since the last inspection report and the school has addressed identified areas for improvement.
4. During the inspection, Key Stage 1 pupils achieve standards in line with national expectations in all aspects of English. The school has a continuing focus on improving the quality of pupils' spoken skills by introducing drama and 'circle times', where a great emphasis is placed on speaking and listening. Improvement in English is because of the introduction of the literacy hour and general improvement in the quality of planning and teaching. However, there is still insufficient focus on writing and standards of presentation. Although it is not yet possible to make comparisons with national figures, the mathematics results for the 1999 tests show an improvement over the previous year. The percentages of pupils reaching both the expected and higher levels have increased. Inspection findings are that, by the time they are

seven, pupils attain standards in mathematics that are in line with national averages, and that higher-attaining pupils are on target to reach higher levels. This is a definite improvement since the last inspection. The improvement in standards is a result of a combination of the school's successful introduction of the National Numeracy Strategy, improved consistency of teaching through year group planning, raised expectations of pupils and good subject co-ordination. In science lessons most pupils attain standards of attainment in line with national averages but few attain above this. Inspection evidence suggests that the school is not sustaining the improved levels of achievement for higher-attaining pupils seen in the 1999 teacher assessed national tasks. The most significant features to impact on pupils' attainment in science are teacher subject knowledge and weakness in planning which does not sufficiently alter tasks to ensure higher-attaining pupils are sufficiently challenged. There is appropriate use of pupils' literacy and numeracy skills in most subjects.

5. In information technology pupils' attainment is in line with national expectations and they make sound progress. A similar situation was noted during the previous inspection. However, very good progress has been made since the last inspection in improving teaching and learning resources, ensuring teachers keep up to date with changes in this area. Pupils now have appropriate support and work is closely matched to their attainment. Pupils make sound progress as they are introduced to computers, computer programs, and associated equipment. Good use is made of information technology across other subjects.
6. In religious education, pupils' standards of attainment are in line with standards expected in the locally agreed syllabus for religious education. This is an improvement on the previous inspection, when very little evidence of previous learning was available. Pupils acquire the knowledge and understanding, the skills, and the attitudes identified in the syllabus. Their progress is sound as they build successfully on previous learning. A judgement was not made in the last inspection about standards because no religious education was taught and the evidence from other sources was limited. The school has successfully addressed the resulting key issues from the last report.
7. In music and physical education pupils' standards of attainment are above expectations for pupils of the age and they make good progress due to good teaching. In art, design and technology, geography and history pupils' standards of attainment have been maintained since the last inspection. In each of these subjects pupils make sound progress and attain standards in line with expectations for pupils of this age.
8. Pupils with special educational needs make satisfactory progress towards the targets set in their individual education plans, whether they are in literacy or numeracy or social and behavioural skills. They are supported well by the teacher and learning support assistant, which strongly reinforces the target for learning, and aids progress. Some pupils make sufficiently good progress to be removed from the special educational needs register altogether. In all subjects, pupils with special educational needs make sound progress and achieve standards appropriate to their identified abilities
9. The school's agreed targets for literacy and numeracy are appropriate. The school is monitoring data over time and looking at past results to ensure changes to the curriculum to effect improvement, for example, there is a greater emphasis on writing and investigative work in science as these were areas perceived as depressing higher attainment last year. The school makes good use of baseline data to map and predict attainment levels for individual pupils. The school has good systems to monitor differences in attainment by gender and other factors.

16.

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

10. Attitudes to learning are good, have been well maintained since the last inspection, and continue to contribute well to the quality of learning and progress achieved by pupils. Children under five settle quickly into school routines and develop good self-discipline and listening skills. They respond to questions in a controlled way, taking turns and listening attentively to each other. In learning and play they interact well socially, share equipment and help each other.
11. Key Stage 1 pupils are enthusiastic learners and respond well to the, often stimulating, open questions

during whole class sessions. During group work, they co-operate well with each other and persevere with tasks until completed. Many pupils are also developing well as independent learners, demonstrating good spans of concentration and a commitment to the work they are given. The inspection confirmed parents' views, expressed at the pre-inspection meeting and through completed questionnaires and written comments, that learning attitudes in the school are good.

12. Pupils' behaviour in classrooms and around the school is consistently good. The school has successfully addressed the key issues from the last report with a significant improvement in behaviour particularly outside lessons. Pupils are courteous and polite towards each other and adults and they move around the school in an orderly manner, holding open doors and allowing others to pass when corridors are busy. They play well together during break times, sharing the toys and play equipment provided. They show appropriate respect for school equipment and put toys and games away neatly at the end of break times, with minimal supervision. Lunch times are pleasant social occasions where pupils interact well with each other.
13. Overall, the quality of behaviour has improved significantly since the last inspection. Inspectors found no evidence during the inspection to support concerns expressed by some parents at the pre-inspection meeting regarding standards of behaviour. Relationships throughout the school are very good. Staff treat pupils with courtesy, kindness and respect, and this is reflected in pupils' attitudes to each other and towards adults. The small number of ethnic minority pupils are fully integrated into school life and all pupils respect each others' values and feelings, and show appreciation of the achievements of their peers.
14. There are many opportunities for pupils to show initiative and take responsibility. They take registers back to the administrative office, frequently use a digital camera to record events taking place in the school, including aspects of the inspection, and frequently help with preparation of lessons and clearing up afterwards. The majority of older pupils are beginning to develop independent learning skills and by the end of Key Stage 1 they are confident and well prepared for the next phase of their education. A number of the individual education plans for the pupils with special educational needs, and the targets in their statements, include specific work to help pupils attain these objectives. Good support encourages pupils to develop greater independence, more interest in their work, and increased concentration on tasks set, particularly in aspects of literacy. Other pupils show care and consideration for the pupils who might need extra help; they encourage them to persevere and praise their completed work.

21.

21. **Attendance**

15. Good attendance and punctuality has been maintained since the last inspection and continues to make a positive contribution towards pupils' progress and attainment. The school places a great emphasis on this with parents, and works hard to continually improve procedures.

22. **QUALITY OF EDUCATION PROVIDED**

22.

22. **Teaching**

16. There has been a significant improvement in the quality of teaching since the last report, where 21 per cent was unsatisfactory. The greater percentage of teaching is now satisfactory and teaching remains satisfactory overall. However, a significant amount of teaching is good or better (49 per cent) and 18 per cent of this is very good or excellent. These proportions are better than those normally seen in primary schools. Unsatisfactory teaching has reduced to seven per cent, and this is related to individual lessons, which did not ensure sufficient progress for pupils. The increase in high-quality teaching and the reduction in unsatisfactory teaching are a significant change and is raising standards.
17. The quality of teaching for children under five in reception is sound overall. However, teaching is good or better in 43 per cent of lessons and very good in 23 per cent of those. This is a significant improvement since the last inspection which found teaching to be sound. The standard of teaching is broadly consistent

across the three reception classes, with some good teaching seen in each of the three classes. However, there are some differences between the reception classes in the pace of the lessons and expectations of children. The pace is sound, but slower in one class than in the other two classes.

18. In Key Stage 1, teaching is satisfactory overall. However, teaching is good or better in 50 per cent of lessons and very good or excellent in 15 per cent of those. The school has worked hard on raising teachers' confidence and expectations and has been successful in most areas. The last report identified weakness in teachers' knowledge in religious education and music. These areas are now satisfactory.
19. The good, very good and excellent teaching makes a significant contribution to pupils' progress and to the positive standards of behaviour. All excellent teaching was seen in Key Stage 1. It occurred in an English session combined with collective worship in Year 1 and in mathematics in Year 2, where a sense of urgency was created in mathematics, and atmosphere and regard for words in English. Where teaching is very good teachers use probing questions to revise work and extend pupils' knowledge and understanding. Teachers make very clear in their planning what it is they expect pupils to learn in each lesson and prepare their resources carefully. The absence of detailed daily plans does not affect the teaching where there is particularly secure subject knowledge and when teachers are very clear about what pupils are expected to learn and share these expectations with pupils. Unsatisfactory teaching affects pupils' progress because there is a lack of security of knowledge, which results in a slow pace to lessons. In art, where some teaching is poor, these factors result in some misbehaviour by a few boys, which disturbs the lesson for all pupils. In all other lessons, discipline and teachers' management of pupils is good and relationships are very good. This allows pupils to concentrate on their learning and enables them to progress at a satisfactory rate. Pupils and teachers know each other very well and relationships are very good. There is a high degree of mutual respect. Teachers reward success and good behaviour with encouragement, praise and 'privilege time', when pupils have a choice of activities at the end of the week. There is a pleasant atmosphere throughout the school, which creates an effective learning environment.
20. Significant work has been undertaken to improve planning, particularly in literacy and mathematics. However, there are still weaknesses in the matching of tasks to the needs of higher-attaining pupils. The lack of clear and detailed daily plans, which identify what pupils are expected to learn and how the tasks are altered to challenge all groups of pupils' results in differences in the quality of teaching. The planning does not support teachers with less specialist knowledge sufficiently well. There is insufficient use of day-to-day assessment to help teachers plan future lessons to ensure pupils of all abilities are sufficiently challenged. In English and mathematics the higher-attaining pupils are set direct challenges to extend their knowledge and understanding further. This is less well-developed in science and other subjects. Pupils with special educational needs receive good teaching and very good support from teachers and support staff. They make satisfactory progress in relation to their ability and work is carefully planned at the right level. This is enhanced by appropriate teaching support during the literacy hour, numeracy session, and in a range of school activities.
21. Teachers are very hardworking. The commitment to raising standards from the leadership and management of the school, and analysis of attainment data, give a strong lead to teachers and clear expectations of them. The effective leadership in the development of the curriculum and assessment in English and mathematics has played a significant role in raising teachers expectations, knowledge and confidence, which is improving pupils' standards of attainment. All members of staff are fully aware of their responsibilities for the pupils with special educational needs.
22. Teachers mark pupils' work regularly and in English and mathematics this leads to greater understanding and improvement. There are some good examples of written comments, which tell pupils what it is they need to do in order to improve. Teachers regularly provide homework for pupils, usually reading and spellings. All pupils have the same homework books, which include general guidance for parents. Most parents feel satisfied with the amount given and the content. The approach is consistent across the school but parents concerns about limited dialogue or response from the teachers is confirmed, as there are few comments of suggestion to parents about particular pieces of homework. There are missed opportunities for pupils to assess their work and the work is not always precisely targeted to meet the needs of groups of pupils.

29.

29. **The curriculum and assessment**

29.

23. The curriculum for children under five is broad, offering a good range of experiences which develop children's knowledge and skills successfully. A strength of the curriculum provision is the strong emphasis given to the promotion of personal and social development, children's language and literacy, and mathematical understanding. There is strong focus on literacy and numeracy in each reception class. There are appropriate strategies in place to work towards implementation of the structured literacy hour and the early stage of the National Curriculum programmes of study later in the year. There are good assessment procedures using the local education authority baseline scheme, which are rigorously implemented.
24. The school successfully provides a broad and well-balanced curriculum, which meets statutory requirements in all subjects of the National Curriculum. The school has been successful in maintaining this balance at the same time as introducing the literacy and numeracy strategies. This is a strength of the school's curriculum. There is a sound programme for personal, social and health education, including attention to sex education and drugs misuse. The curriculum has been carefully planned to ensure that all requirements are met and that a suitable amount of time is allocated to each subject. This is a definite improvement as since the last inspection, the key issues relating to collective worship and religious education have been fully addressed. The school now uses the locally agreed syllabus for religious education to good effect. The curriculum provision for equality of access of opportunity is satisfactory and all pupils have full access to the curriculum.
25. The provision for pupils with special educational needs is good. Individual education plans are well written and clearly identify individual targets. These are reviewed regularly by support staff and parents. Plans are readily available to class teachers who use them effectively to match work to the needs of groups or individuals. Very good assessment procedures are in place. The schools procedures are in line with the Code of Practice.
26. The school has introduced good systems, which allow the evaluation of data on pupils' performance in English, mathematics and science to be used well in planning further changes to the curriculum. The introduction of the literacy and numeracy strategies has improved planning in these subjects. In English and mathematics, not only is similar work planned for pupils of the same age in different classes, but there is also a clear match between the work set and pupils' differing abilities. However, this is not sufficiently well developed in science.
27. The school's system of planning in year groups helps to ensure that all teachers cover the same activities. Curriculum groups for different subjects, with representative members of staff from each year group, effectively monitor developments and plan changes to the curriculum. The school has largely addressed a key issue raised in the last inspection report requiring the curriculum to be planned to ensure greater consistency of development in the curriculum from year to year. There are now appropriate subject policy guidelines, and schemes of work in place for the main curriculum areas, which guide teachers effectively on the content of work for their pupils. Some policies are due for review and the school is aware of this. For example, in design and technology a good range of projects identified from national guidelines are taught, but there is insufficient guidance to teachers on designing for a purpose and evaluating the work of designers. This results in missed opportunities for extending pupils' knowledge and awareness of design around them.
28. Some medium-term plans now incorporate clear objectives for what pupils will learn. Teachers' weekly plans for all subjects, apart from English and mathematics, lack sufficient clarity and detail. They do not always identify sufficiently clearly what pupils are expected to learn, the structure and content of the lesson and how it is to be adapted for pupils of differing abilities. This results in some missed opportunities and inconsistent provision. The lack of sufficient daily planning, in under fives, science, art, geography, design and technology, means that the teachers with the least secure knowledge are not supported sufficiently well, which, in turn, leads to some differences in the provision and quality of teaching and pupils' learning.

This results in slower progress in raising standards. Monitoring of the delivery of the curriculum by senior managers and curriculum co-ordinators has not paid sufficient attention to the impact of differences in teachers' subject knowledge. These differences in individual teacher's subject knowledge mean pupils in the same year do not always have the same quality of experiences, except English and mathematics. For example, when two Year 2 classes explored whether a change made to a material was permanent or reversible their experiences were very different; one teacher changed a variable making the task clearer, while another introduced too many variables which made the pupils' results confusing.

29. The enrichment of the curriculum through extra-curricular activities is good. Teachers run a range of clubs during the spring term and the first half of the summer term. These clubs include gardening, recorders, drama, art, library and Internet. Currently, there are no sporting extra-curricular activities.
30. Since the last inspection there has been an improvement in the link between the assessment of what pupils know, understand and can do and curriculum planning. This is now sound in English and mathematics, but less well developed in science. Pupils' attainment and progress in English and mathematics are assessed weekly against the learning objectives in the teachers' planning. The teacher makes good use of these assessments of pupils' achievements and difficulties to plan future lessons. This also helps to ensure that work set for individuals and groups of pupils appropriately matches their prior attainment. The school has firm plans to extend this system to other subjects where the use of assessment in this way is currently underdeveloped.
31. Overall procedures for assessing pupils' attainment in the under-fives and in Key Stage 1 are appropriate in English, mathematics and science, but are less well developed in some other subjects. Curriculum planning now effectively outlines what pupils should learn for every theme. These learning objectives are given National Curriculum levels and are passed from teacher to teacher as the pupil moves through the school. Arrangements in other subjects are not as well developed. Pupils take national tests at the end of Year 2 in English and mathematics and teachers assess against national criteria for science. The results of these tests provide a most useful assessment tool for the school in changing the curriculum to meet their agreed targets for pupil performance year on year. Appropriate exemplar portfolios of pupils' work, in English, mathematics and science, are available for teachers to access in order to check the National Curriculum levels of their pupils. Appropriate targets are set for pupils' improvement in English, mathematics and science throughout the school. Whilst there are variations from subject to subject, teachers use the information gathered through assessment satisfactorily to plan the curriculum overall. There is satisfactory use of assessments, to help to plan the curriculum in English, mathematics and science over the year and each term. Teachers use of assessments to assist daily planning in science and other subjects is unsatisfactory as too often all pupils receive the same work and the match to their differing needs is not close enough, resulting in lack of challenge to higher-attaining pupils. In design and technology, the assessment and planning sheets are a strong feature of the school's provision, and a particularly good feature is pupils' self-assessment of their work. Planning and assessment sheets are consistently well used and there is a clear progression of difficulty for year to year, but not for differing abilities within the year.

38.

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

32. The school's provision for the spiritual development of pupils is good. Through a well structured programme of individual class, class or group, and whole-school assemblies pupils are provided with a daily opportunity to consider and reflect upon the spiritual dimension of life, and join in a collective act of worship. Music is often used effectively to support and enhance these moments of reflection and prayer, and in assemblies pupils sing appropriate hymns or songs. This spiritual development, together with awareness of other religious faiths, is reinforced through the religious education curriculum 'Vision and Light'. The provision for the spiritual development of pupils has significantly improved since the last Ofsted inspection when it was reported as a weakness. Opportunities for promoting a sense of awe and wonder in other areas of the curriculum are still occasionally missed, for example, in science.
33. The school makes good provision for the moral development of pupils. The behaviour policy places a strong emphasis on promoting the quality of relationships through valuing and caring for others. Pupils

learn the difference between right and wrong and are encouraged to make independent judgements on moral issues. The school rules encourage pupils to be considerate towards others, and caring acts are recognised and praised by teachers. 'Circle Time' is well used to reinforce moral and social values.

34. From the very beginning of their time in school there is a strong emphasis on the development of interpersonal and social skills. The school's provision for the social development of pupils is very good. The school has developed very strong behaviour management strategies, which are regularly reviewed and consistently and effectively utilised. The personal, social and health education programme is well structured and makes a good contribution. In addition, 'Circle Time' provides an effective forum in which pupils can develop their social skills.

35. The provision for the cultural development of pupils is satisfactory and has improved significantly since the last Ofsted inspection, when it was reported as a weakness. Cultural awareness is promoted through music, history, geography and drama. There are a number of areas within the curriculum which promote an awareness of other cultures, for example, the reference to other faiths in religious education and assemblies, and some displays around the school, but the multicultural dimension remains under developed.

42.

42. **Support, guidance and pupils welfare**

42.

36. The school provides good support and guidance for its pupils. The procedures for monitoring academic and personal development are well established and include individual target setting. The support provided for pupils with special educational needs is a particular strength and enables these pupils to make good progress. There is a well-structured personal, social and health education programme, with supporting schemes of work to ensure good coverage of all the important elements. A 'We Care' programme is delivered through 'Circle Time' and part of this provision includes the teaching of good hygiene practice, healthy eating, and personal safety.

37. The policies and procedures for managing behaviour and discipline are very good and constitute one of the strengths of the school. The behaviour management policy is regularly reviewed by a committee representing all interested parties. This includes parents, governors, learning support staff, lunchtime supervisors and teachers. Guidelines for implementation are sufficiently flexible to meet new demands and any new circumstances are quickly and appropriately responded to. Any incidents of inappropriate pupil behaviour, such as harassment or bullying, are quickly and effectively dealt with. All members of staff are well versed in the recommended strategies and apply them consistently and fairly. The outcome of this good practice has been a significant improvement in the quality of pupil behaviour since the last inspection. The procedures for monitoring and promoting attendance are also very good.

38. The procedures for dealing with child protection have improved since the last Ofsted inspection, when the appropriate policy was only a draft document and still to be fully implemented. The policy is now established and includes detailed guidelines covering child protection and welfare matters. The headteacher is the designated child protection officer. The approach of the school towards health and safety is rigorous and well managed by a committee under the leadership of a governor who is highly qualified in health and safety matters. Good records and appropriate training for all staff underpin good health and safety practice. There is a well-equipped medical room and the provision for first aid is good. Overall, the provision for the welfare of pupils has been maintained at a high standard since the last inspection, and is very good.

39. The provision for pupils with special educational needs is very well organised. Staff have a good knowledge of individual pupil needs. The support provided, including the links with parents and outside agencies, has a positive effect on progress and development.

46.

46. **Partnership with parents and the community**

40. The school provides good quality information for parents. There is a comprehensive induction pack and the value placed by the school on the close working partnership with parents is given due emphasis in this pack and in the prospectus. The school runs a pre-school group for both parents and children where, before entry, they can familiarise themselves with school routines and early learning strategies. Parents support and value this introduction to school life. The recently introduced home-school agreement also promotes clear expectations regarding the working partnership between parents, teachers and children. The school has a new government grant to further develop its links with pre-school providers in the near future, and has effective plans for this.
41. Weekly newsletters and class notice boards provide regular information on all school activities. Yearly topic guides detail how each topic will be developed across the curriculum, and homework and reading diaries are available as a communications vehicle between teachers and parents. The annual progress reports are informative and of a good quality. They contain a report on personal qualities and attitudes, provide clear subject by subject commentaries, set clear learning targets, and include an element of pupil self-assessment. The liaison with the parents of pupils with special educational needs is good. The parents are regularly consulted and informed of the results of ongoing reviews of their child's progress.
42. Curriculum workshops, the most recent covering literacy and numeracy, are well attended. For parents who help in the school, workshops are provided on a range of subject areas including art, cookery and information and communications technology. Volunteer helpers are valued and well managed. The school provides lunchtime clubs for the pupils during certain times of the year and parents manage several of these. In the absence of a formal parent teacher association an organisation called SHINE (Shakespeare Infant school events) is run by a few parents and members of the governing body. SHINE organises fund raising and social events for the benefit of the school.
43. The response by parents to the endeavours of the school to involve them actively in the educational process is satisfactory, but a significant number of parents do not avail themselves of the opportunities provided or fully support school initiatives.
44. The school has close links with the local community, particularly with residents of a protected housing scheme in the immediate vicinity. These residents are frequent visitors and are warmly welcomed by the pupils. The relationships with both the local Anglican and Methodist churches are good and both ministers regularly attend and lead assemblies. The school provides work experience places for students as well as practice placements for second and third year trainee teachers. The relationship with the receiving junior school is well established, with good transfer liaison procedures.
45. The programme of visits to places of cultural and historic interest supports and enriches the curriculum. Links with commercial organisations have attracted contributions to pay for computers and other learning resources. Overall, the well established links with the community broaden the experience of pupils and support the school.

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

### 52. **Leadership and management**

46. The leadership of the school continues to be effective and the school is well managed. However, there have been several improvements on the findings of the last inspection.
47. The headteacher provides strong, highly effective professional leadership and gives very clear direction to the educational development of the school. The very good quality of her leadership has brought about significant improvements in the quality of the educational provision since the last inspection. The recently appointed deputy headteacher provides thoughtful, able, and professional support for the headteacher. Together with the senior management team they work as an effective team with a strong commitment to raising standards, shown by improving results in the 1999 national tests. There is a clear sense of purpose,

which is fully shared by all those who work in the school. The headteacher is very effective in her management of staff and has established strong links with parents and all relevant outside agencies.

48. The governing body fulfils its statutory obligations well. It has a good strategic view of the priorities that are planned over the next three years and regularly monitors the targets that are set in the school management plan. The governors are fully involved with the development of the school, especially in the areas of literacy, numeracy and special educational needs. The chair of governors gives a strong lead to others and the governor with responsibility for literacy and special educational needs is fully involved in the weekly life of the school. Governors have a good understanding of the school and their roles within it. They are kept fully informed through regular committee meetings, full governing body meetings, and comprehensive reports from the headteacher and other staff. The governors effectively monitor equality of provision and standards in the school, both formally and informally.
49. The governing body publish an outline of its special educational needs policy, and its success in practice. The co-ordinator for special educational needs provides very good leadership in this area and is ably assisted by a team of learning assistants. There is good communication between the co-ordinator, the governing body, and the nominated governor, which ensures all are well informed. The link governor visits the school regularly and keeps the governing body and parents informed of the overall success of the school's work in achieving set targets for special educational needs.
50. All members of staff have appropriate and detailed job descriptions, which have been introduced since the previous inspection, and carry out their responsibilities well. Co-ordinators provide effective leadership and most regularly monitor teachers' half-termly planning and the quality of pupils' work. There are satisfactory arrangements for them to monitor the quality of teaching in their subject areas, which is increasing teacher expectations. All co-ordinators have clear ideas of what is needed to develop their subjects further, particularly in identifying staff knowledge, which is the main factor in inconsistency in the quality of teaching. In science, the lack of a co-ordinator is a significant factor in slower development in the subject than would have been expected. Identified needs a year ago appear to have been recognised but not fully dealt with by the last co-ordinator. The quality of planning is good in mathematics and literacy, however, there is a lack of detailed short-term planning for under fives, science, art, geography, design and technology. The involvement of headteacher and staff in the monitoring of the curriculum has had a positive impact upon subject developments and upon raising standards across the school.
51. The school's priorities are clearly identified on its development plan to which headteacher, staff and governors contribute. There is significant improvement in the quality of the development plan, which was a key issue from the last inspection. It is now an effective and comprehensive plan. Targets included within it are appropriate and challenging and show how success will be measured. It clearly identifies the school's achievements, sets out clearly the action to be taken, and lists the time scale, success criteria, and the costs of implementation. All staff and governors are fully involved in school development planning, which has improved since the last inspection. Statutory requirements are fully met in relation to the governors' annual report to parents, compliance with a daily act of worship, and the teaching of religious education. The last two were key issues from the last report which have been fully addressed.
52. There is a positive ethos throughout the school, with very good relationships between the staff and the pupils. Pupils' attitudes to work and their standards of behaviour are good; this is an improvement on the previous inspection. Where expectations are high pupils respond well, and there has been some improvement in standards. The headteacher, staff and governors are committed to raising standards further.
- 59.
59. **Staffing, accommodation and learning resources**
53. The qualification and experience of teaching staff provides a satisfactory match to the demands of the curriculum. The number of teaching and support staff for the under fives is satisfactory. A few teachers have weaknesses in their depth of knowledge for some areas of the curriculum. The special educational needs support staff are very well managed and effectively deployed. Support staff, volunteer classroom

helpers, including students and trainee teachers effectively support teaching and learning. All teaching staff have comprehensive job descriptions which cover their subject and management roles. Teaching and non-teaching staff are monitored against agreed criteria, as part of the annual appraisal process, and identified training needs are prioritised within the school development plan. There are good induction procedures for newly-appointed and newly-qualified teachers. Lunchtime supervisors have been trained in behaviour management and as play leaders. Overall, the arrangements for the professional development of staff are very good.

54. The accommodation is very good overall, and generous for the number on role. The new accommodation for children under five is excellent. However, they lack a suitable outdoor area adjacent to the classroom, which limits opportunities for extending the curriculum outdoors. The overall quality of accommodation has improved significantly since the last Ofsted inspection. A new purpose-built classroom block has replaced a number of external wood structured classrooms; these were noted as being in poor condition in the previous report. The building is maintained and cleaned to a satisfactory standard and the use of the available teaching spaces and other general areas are well planned and managed. There are attractive displays, both within classrooms and around the school, which are informative, celebrate the work of pupils, and promote cultural and aesthetic values.
55. The school is located on an attractive landscaped site with a good balance of hard surfaced and grassed areas. Tree and shrub covered and cultivated areas support science, geography, environmental and nature studies. The under fives have exclusive use of an attractive and well-planned courtyard but they lack a secure and dedicated play area with appropriate play equipment. The provision of play equipment for Years 1 and 2 is good.
56. There is a good provision of learning resources to facilitate the delivery of the National Curriculum overall. The school library provides good support for the curriculum. Science resources are well organised and labelled but are not sufficient in quantity. Staff meet regularly and work effectively both as a team and as year groups. Music is well resourced with ready access to a good range of tuned and untuned percussion instruments and tapes located in the newly-established music room. Physical education equipment is in good condition and safely stored. Resources for design and technology are satisfactory, but there is a lack of sufficient artefacts to support evaluation: for example, the school does not have a collection of different kinds of puppets or masks for pupils to look at to help them with their designs. There has been significant improvement in the quality and range of information technology equipment. Overall, the provision and range of learning resources has improved significantly since the last Ofsted inspection, when limitations in the book stocks and artefacts for religious education were noted.

63.

63. **The efficiency of the school**

57. There are good procedures for ensuring educational developments are supported by careful financial planning. Governors review the school's needs and priorities with staff, looking at identified priorities and resource needs for each area of the curriculum. Co-ordinators now have an appropriate subject budget based on their curriculum action plans. The administrative officer has good systems to monitor these budgets and to provide staff with budget statements. The school development plan is fully costed and provides a good overview of the school priorities and targets. The headteacher and the finance officer monitor expenditure carefully. The chair of the finance committee has regular meetings with the headteacher and the finance committee clearly debates expenditure to ensure money is spent wisely. The governing body receives appropriate information on a regular basis through reports at meetings. There is a clear understanding of what money is available and what the priorities for the school are.
58. The school is at an early stage in evaluating the impact of its spending decisions. Governors are closely involved with staff, and assist with monitoring developments. There is a growing awareness of the impact of decisions on school development and raising standards. For example, governors recognise that significant local changes, involving the closure of a local school, influenced their decision not to appoint a new deputy headteacher. In retrospect, they recognise that this slowed development in the school by missing an opportunity to bring additional strength to support the new headteacher in addressing the

challenges in the school. The school has developed some good systems to monitor the effectiveness of their decisions and the impact on standards over time. For example, the new deputy headteacher has successfully implemented a system to monitor pupils' progress through using assessments when they enter school to predict National Curriculum test results. This results in effective target setting. The system is not fully developed and efficient. It does not ensure these targets drive teachers' planning for groups of pupils in science to ensure there is always an appropriate match of tasks to abilities. This leads to some lack of challenge particularly to higher-attaining pupils in science, and does not ensure all pupils make sufficient progress in their learning.

59. The school makes satisfactory use of all available money and grants. There is good use of funds for special educational needs. This is effective because these staff are very well deployed, their work is carefully monitored, ensuring a good contribution to pupils' progress towards the targets on their individual education plans, resulting in movement off the register. The quality of day-to-day administration of the office is satisfactory. All office staff are efficient. The recommendations from the last auditor's report are being implemented. The school maintains an appropriate contingency for emergencies.
60. Members of staff are deployed satisfactorily overall. There is some inefficiency in the use of additional learning support assistants' time during some class-based sessions, as they do not have a sufficient impact on learning. For example, in reception, there is insufficient use on some occasions of learning support assistants to maximise opportunities for children or to record assessments. However, these staff, special educational needs staff, and other helpers are all used effectively during small group time. The school makes satisfactory use of its accommodation. The reception staff make good use of the hall to provide additional physical opportunities, as they lack climbing equipment in an outdoor play area. There is satisfactory use of display space to create a bright and welcoming environment. Members of staff make appropriate use of available resources with the exception of artefacts in design and technology and the work of other artists.
61. The school has worked extremely hard on raising expectations, and pupils' results in the 1999 national tests demonstrate clear improvement on the 1998 results used for the comparisons nationally and with similar schools. The school retains most of the staff in the school during the last inspection when unsatisfactory teaching was very high at 21 per cent. Very good strategies to bring training into the school and thus support all staff have been very effective and raised the overall standard of teaching.
62. The skills of strong co-ordinators and very skilled teachers are being effectively used to begin to drive expectations higher. From a low base this has been a slow process and its effectiveness is shown in improvements in the 1999 school results and a reduction of unsatisfactory teaching to 7 per cent. Expenditure per pupils is average. In relation to its context the school provides sound value for money. However, the high percentage of good and very good teaching, rising standards, and very strong leadership from the headteacher mean the school is very well placed to improve further.
- 69.

69.

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

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

63. Reception gives children a good start to their education. Most children entering the reception classes have some pre-school experience. They also join a pre-school induction group run by the school during the summer term. All children under five enter school in September of the year in which they are five. In September, three reception classes are formed: the oldest children in one class are full-time; the class of children with birthdays in the spring term becomes full-time after the autumn half term; children with summer birthdays become full-time in January. The policy of staggering the intake in this way is a helpful introduction to school life for the youngest children. The school makes good use of the additional staffing in the afternoons when the children in two classes are not in school. At the time of the inspection most of the children in all three reception classes were still under five. Communication with parents in the reception classes is good, relaxed and friendly. Parents feel welcome and stay in the classroom for short periods at the start of the day to help settle their children. This ensures a calm and relaxed start to the day for everyone.
64. The school uses the local education authority baseline scheme to assess children's knowledge and skills when they enter school. Staff carefully plan a schedule for these assessments. They are rigorous and thorough in their approach. Most children start school with abilities and skills below expectations for their age, in language and literacy, mathematics and science. However, their physical development is in line with national expectations. The school admits children from several pre-school providers. By five years of age most children meet the Desirable Learning Outcomes, except in language and literacy. They exceed these expectations in personal and social development. Children are given a thorough grounding and are well prepared for the National Curriculum.
65. In the reception classes, children experience a wide range of activities including an early introduction to aspects of the first section of the literacy and numeracy hour. Staff gradually and appropriately build towards the full literacy hour by the second half of the summer term. The substantial amount of good and very good teaching ensures that in lessons most children achieve the tasks they are set and are attaining in line with expectations for their age, except in aspects of language and literacy, and aspects of mathematics. All children, including those with special educational needs, make sound progress. Where the quality of teaching is good or better, children also make good progress in lessons. Over time the majority of children, including those with special educational needs, make satisfactory progress. Standards in this area have been maintained since the last inspection report and the school has addressed identified areas for improvement.

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

66. The children make good progress and exceed expectations for their age in most lessons. They settle to tasks willingly, gain in confidence in speaking to a group, and readily join in activities with other children. They behave well, take turns willingly and share equipment sensibly. They form good relationships with adults and other children. During activity sessions, they work happily on their own or with friends. Most children concentrate on an activity for a reasonable length of time when working in a group, with an adult, or when choosing their own task. During introductory sessions to literacy and numeracy children sustain their interest well and enjoy taking part in discussing a book or learning number rhymes. The pace and limited length of these sessions help the children to gain the most from them and gradually to extend their concentration. Most children are independent in dressing and personal hygiene. In reporting back sessions, children eagerly take their turn to explain what they have done and what they have learnt. Independent activities allow some good opportunities for children to direct appropriately their learning and show initiative. Children are very responsible with equipment and carefully take it out and put it away. They manage this quickly and sensibly due to the effective organisation of the classrooms.

#### **Language and Literacy**

67. Children's language and literacy skills are developed well through specific activities related to the introduction of the literacy hour. All children make sound progress in developing their speaking, but

standards of spoken language are below expectations. During the short introductory session to the literacy hour they make good progress, developing more vocabulary and understanding how books are structured. Careful questioning by teachers ensures children enjoy stories, understand the sequence of events, and begin to explain what might happen next and how the characters feel. For example, in the story of 'Flying Dan', they understand that pictures give the reader a great deal of information. Teachers plan carefully for this area to ensure the provision meets the needs of the children. However, opportunities for extended discussion with children is sometimes limited by questions from the teacher that require one word answers.

When teachers work with small groups of children they carefully and accurately assess children's knowledge of letters, sounds and their early writing skills. Most children's skills in these areas are below expectations for children of this age. Their listening skills are good and they listen attentively to staff, understand what to do, and follow instructions carefully. They listen with interest and enjoyment to stories and rhymes, which aids their progress. They show increasing confidence in talking about stories and characters and in some classes enact stories in the role play area, for example, acting out an extension to the story of 'Goldilocks and The Three Bears'. They write letters to the 'three bears from Goldilocks' inviting them to tea, and enjoy making sandwiches for them to eat. All children enjoy looking at books, handle them with care, and look at illustrations. Most children understand that print carries meaning and recognise that books have front and back covers. A few children recognise words or initial sounds. Most children write their names accurately with appropriate use of capital letters. The school is aware that literacy skills are weaker than other areas and have introduced an approach to teaching sounds which uses a lot of rhymes and action songs.

#### 74. **Mathematics**

68. Children make sound progress and meet expectations for their age by the time they are five. There is good focus on planned activities to cover aspects of this area through an early introduction to the numeracy hour. Children learn a number of counting songs and rhymes. They count reliably to seven, and structured counting activities, such as counting children in the group at snack time, are extending their awareness of larger numbers. Higher-attaining children recognise that numbers get bigger and make deductions for what they practice. For example, they recognise that filling each row of holes in a peg-board would always give ten, as both rows had been counted before and were ten pegs. Some higher-attaining children develop a clear understanding of how many objects represent a number, and count to confirm their thoughts. Children make good progress over time in counting and adding numbers. Children eagerly tackle practical task such as finding and counting over eighty-seven pieces of pasta hidden in the sand tray. They correctly identify plastic numbers also hidden in the sand.

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

69. Children make sound progress in lessons, but are below expectations for their age as they have limited vocabulary to explain what they see. However, the classroom environment extends what they know successfully. For example, children look through magnifying glasses at growing beans. Higher-attaining children identify words on the chart, point to leaves, stalks and roots, and give simple explanations why some have grown better than others. Teachers appropriately extend children's knowledge of things around them through specific challenges. For example, asking children to look at a range of materials, explain what they notice, and identify which have shiny surfaces. They develop their fine motor skills by building with construction kits, and make simple models from recyclable materials. For example, they make chairs and beds for 'the three bears'. They understand how to join materials and select appropriate adhesives. In some classes there are some missed opportunities to develop mathematical language, for example, when making a bed for 'baby bear' they do not use a bear to test and discuss if the bed they are making is the right size. Most children use computers confidently: very good instruction and support from volunteer helpers is extending their knowledge of programs and skills, further enabling them to operate programs independently such as moving shapes with a computer mouse to make a lion's face. School visits to local areas of interest extend children's knowledge and understanding, for example, a visit to a local country park and a walk round the local area encourages children to draw and model what they have seen.

#### **Creative development**

70. In creative development children make sound progress and meet expectations for their age. For example, they act out stories in the role play area, dressing up as 'Goldilocks and the three bears'. They use a range of tools and equipment well. They build model houses and carefully paint them, trying to match the colours they saw on houses during a walk round the local area. The lack of a suitably secure outdoor play area linked to classrooms limits curriculum provision, for example, opportunities for extending role-play into outdoor activities as a natural extension of work in the classroom. Singing and learning simple songs and rhymes are a natural part of day-to-day life in each reception class. Children sing in tune and follow simple rhythm patterns. Very good teaching provides encouragement, support, and direction which helps them learn new songs easily and make very good progress.

### **Physical development**

71. Children have good physical skills and exceed expectations for children of this age. They make sound progress overall. They control equipment such as pencils, crayons and scissors well. There are currently no opportunities for children to use a variety of outdoor equipment and climbing frames in the new courtyard, and the area outside the classroom is insecure and barren. However, staff make good use the school hall for gymnastic lessons. The children are enthusiastic and enjoy physical activities, and are patient where a lesson has slow pace as the only focus is assessment of children's skills in rolling a ball: the lack of challenge led to insufficient progress in the lesson. When out at play, children confidently play with balls and small equipment, using the space in the new courtyard well. They run, hop, jump with control, and are careful not to bump into each other.

### **Teaching and provision**

72. The quality of teaching is sound overall. However, teaching is good or better in 43 per cent of lessons and very good in 23 per cent of these. This is an improvement since the last inspection which found teaching to be sound. The standards of teaching are broadly consistent across the three reception classes, with some good teaching seen in each of the three classes. However, there are some differences between the parallel classes in the pace and expectations of children in lessons. The pace is sound but slower in one class than in the other two classes. In two out of the three classes where the pace is brisk, the teachers have high expectations, and very good teaching promotes good and very good progress in children's learning. For example, in one hour children are introduced to a story, plan and accomplish their small group task, discuss what they did, and have a short numeracy session where they also learn a new song. The teacher judges the pace very well and ensures sufficient time to hold children's interest and ensure their understanding. All teachers' weekly planning is too brief and does not always state clearly what the learning focus is for each activity. There is lack of clarity in how teachers record what children should learn from each activity and insufficient recognition that some activities will cover several areas. For example, role-play activities can promote children's creative, linguistic, mathematical, and personal and social development.

73. Teachers' daily planning is inadequate and does not help all staff to have a clear understanding of what children are expected to learn and the key skills and vocabulary they should teach. The school has addressed issues relating to limited provision for spiritual development by timetabling, specific collective worship session. The last report identified weaknesses in teachers' assessments and this has been significantly improved through rigorous use of the local education authority assessment scheme. These early assessments are used well to monitor children's progress and set targets for attainment by the age of seven. Relationships between teachers and pupils remain good. Staff have welcomed the introduction of the literacy and numeracy hours in school and appropriately include elements in their work with children under five. They are planning appropriately to move towards including other aspects of the literacy hour, such as group work, later in the year. There are significant differences in pace of sessions between the three reception classes. The quality of teaching to support children with special educational needs is satisfactory. Volunteer helpers make a significant contribution to children's learning and provide very good support to teachers. The newly appointed co-ordinator for early years has had relevant training and is very keen and enthusiastic, seeking to build on the strengths of current work. In developing the scheme for ensuring baseline assessment is completed on time, she is providing effective leadership, despite only having the post for four weeks. All classroom assistants provide good support to teachers and children in small group work.

## 80. ENGLISH, MATHEMATICS AND SCIENCE

### 80. English

74. The results of the 1998 National Curriculum tests at the end of Key Stage 1 indicate that the percentage of pupils reaching Level 2 or above was well below the national average in reading and writing, with no pupils reaching Level 3 in writing. In comparison with all schools standards were below the national average in reading and well below the national average in writing. In comparison to similar schools standards were well below the national average in reading and writing, and the performance of boys tended to be lower than that of the girls.
75. The general trend for attainment in reading and writing has shown some improvement over time. The unconfirmed test results for 1999 show improvement in reading at Level 2. During the inspection, Year 2 pupils attain levels in line with national expectations in reading, but are below national averages in speaking and listening. Standards in writing remain well below average, although there has been some improvement in spelling. Standards of literacy are improving throughout the school following the successful implementation of the literacy hour. Pupils with special educational needs make consistently good progress in all aspects of their work, as a result of high-quality support from teaching assistants who ensure work is well matched to their attainment. Pupils in all year groups make satisfactory progress in their speaking and listening, writing and reading, including research skills and use of non-fiction books. However, higher-attaining pupils are not always well challenged to extend their writing to a more complex level.
76. By the end of Key Stage 1 standards of speaking and listening are below national expectations for the average and below average pupils, but are in line and above for the higher attainers. During the literacy hour, most pupils listen well to the teacher and to stories from the shared books. They are enthusiastic in their response and many comment confidently on events and characters. This was evident in a Year 2 lesson where pupils considered the story of 'Rumpelstiltskin'. They discussed the story and commented at length on the characters contained within it. Pupils are keen to answer questions and search for meaning in stories. Some pupils speak clearly and articulately when re-telling the story of the 'Great Fire of London'. 'Circle Time' is used to good effect in raising pupils' confidence in speaking and listening about moods and feelings. No opportunity is missed to encourage and extend pupils' speaking skills and satisfactory progress is being made. The school has recently introduced drama into the curriculum in order to develop pupils speaking and listening skills. This proves to be most successful as Year 2 pupils imagine what it was like to be involved in the Great Fire of London, while Year 1 pupils search for the missing teddy in the woods, developing their vocabulary effectively.
77. Standards of reading are in line with national expectations by the end of Key Stage 1. Many pupils read simple texts fluently and accurately and they also use a range of strategies, including letter sounds for working out unfamiliar words. During the literacy hour pupils read shared texts together, as a class, and in groups with expression and enjoyment. For instance, pupils in Year 2 change the tone of their voices as they pretend to be the characters in the story. Year 1 pupils enjoy reading a book about letters of the alphabet. There is a broad, well-structured approach to reading, which ensures pupils make satisfactory and often good progress in their reading skills. Pupils of all ages explain reasons for their preferences and choice of books saying, "I chose this book because I enjoy the story". Pupils use information technology to improve their reading skills. Higher and average attaining pupils are developing good comprehension skills. Pupils with special educational needs make good progress in relation to their prior attainment, because of the very good provision to develop their skills. Books are well matched to the pupils' interests and abilities across the school and the central library is used regularly, which increases their enjoyment of a wide range of books, both fiction and non-fiction. They are encouraged to take books home to read and home reading diaries are in place. This provides parents with the opportunity to be involved in their children's reading, but teachers do not make sufficient comments.
78. By the end of Key Stage 1, the quality of many pupils' writing is well below the national average.

However, pupils are often correctly forming sentences and some capital letters and full stops are used. The spelling of simple words is correct and there is evidence of some above average attainment where pupils are now spelling more complex words correctly. Pupils write stories and poems in extended writing sessions, using a wider vocabulary as they reach Year 2. Literacy skills are extended further when pupils write about how people lived in Stuart times. Work is drafted and edited successfully in order to improve standards. Word processing skills are improving and are satisfactory. Presentation of written work is variable, with letter formation showing improvement in Year 1. Appropriate strategies are introduced to develop pupils' writing and handwriting styles. Spelling is set for homework, but it is not always fully matched to pupils' differing abilities. Pupils with special educational needs make good progress. The average and higher-attaining pupils correct words themselves and are making satisfactory progress over time. Year 2 pupils understand the purpose and place of punctuation marks, question marks and speech marks because this has a strong focus in the teaching.

79. Pupils' attitudes to learning are usually good. They enjoy their English lessons and are well motivated and well behaved. They sustain concentration because of interesting and well matched activities. They work well in group sessions and settle down to the task quickly. They enjoy the range of activities provided and are keen to complete tasks. Pupils with special educational needs have very positive attitudes to all aspects of learning.

80. The quality of teaching is good overall. It varies from very good teaching to a small proportion of unsatisfactory teaching. All teachers have a good understanding of the literacy hour. They appear confident in their teaching and make effective links between the study of shared texts, group work, and individual learning. Most have high clear expectations for learning and behaviour. The management of pupils is usually good and the handling of pupils' responses is sensitive. The questioning of pupils in class discussions is skilfully managed to encourage them to listen and be confident to participate. This contributes well to progress, while teaching assistants make an important contribution to the development of literacy. Where teaching is less effective, tasks are not always matched to pupils' ability.

81. Pupils' attainment in reading, and speaking and listening has improved since the previous inspection, especially for pupils with special educational needs. Targets have been set for reading, writing and spelling, and the achievement of these is being closely monitored. This provision is having an impact on standards and progress across the school. The school has identified the need to improve the provision for the higher-attaining pupils. Planning shows there are specific learning intentions, and assessment of what pupils learn is much improved. Teachers' expectations are higher and they plan effectively in year groups. Greater attention is given to monitoring classroom practice, however, handwriting and presentation of work is still inconsistent between classes in each year group.

## 88. **Mathematics**

82. Results of National Curriculum tests at the end of Key Stage 1 in 1998 show that the percentage of pupils reaching the expected level was close to the national average. However, the percentage reaching higher levels was below the national average, indicating that higher attaining pupils had been insufficiently challenged. The school's results were below those of similar schools. Although it is not yet possible to make comparisons with national figures the results for the 1999 tests show an improvement over the previous year. The percentages of pupils reaching both the expected and higher levels have increased. Inspection findings are that, by the end of the key stage, pupils attain standards in line with national averages. Higher attaining pupils are on target to reach higher levels. This is a marked improvement since the last inspection. The improvement in standards is a result of the school's successful introduction of the National Numeracy Strategy, improved consistency of teaching through year group planning, raised teacher expectations of pupils, and good leadership from the subject co-ordinator.

83. By the end of the key stage, pupils decide whether to add or subtract to solve problems in number and have a sound grasp of mathematical vocabulary. They record their work using appropriate mathematical symbols and vocabulary, such as '+ and =', 'subtraction', 'half' and 'double', confidently. Pupils understand the concept behind the vocabulary and make appropriate choices when solving problems. For

example, they know a range of strategies to apply when solving problems mentally, such as holding the larger number in their heads and counting on when adding two numbers to successfully find the total. Most pupils recall addition and subtraction facts up to 10, and in some cases beyond. They use their knowledge well to add and subtract three digit numbers. Higher-attaining pupils use their knowledge of the five times tables to calculate larger numbers. Pupils divide by two and recognise that there may be remainders when dividing some numbers. They recognise halves and quarters, and measure using both standard and non-standard units. Pupils successfully use these skills in other areas of the curriculum. For example, in science lessons, Year 1 pupils measured their heights using art straws. Pupils successfully recognise and name two-dimensional shapes such as triangles, circles, squares and hexagons, and describe their properties in terms of numbers of sides and angles. During a science lesson pupils recorded their own characteristics, such as eye and hair colour, and produced pictograms to display this information.

84. Pupils, including those with special educational needs, make sound progress during lessons and over time. During lessons they listen carefully to teachers and try to put the ideas they have learned into practice, such as counting on. When the teaching is good, or as in one case, excellent, pupils make better progress due to a brisk pace which holds their interest and intense concentration. All pupils make steady progress in developing their numerical and other skills as they work through series of well thought out lessons that match the work they do to their prior attainment.
85. Pupils enjoy mathematics lessons. They join in introductory activities, such as counting up to 20 in different ways, and willingly discuss how they find solutions to problems. They answer teachers' questions thoughtfully and most put up their hands and wait their turn to answer, or show their solution using number cards or fans when relevant. Pupils listen carefully to teachers' instructions, settle to group work with a minimum of fuss, and stay on task in order to complete their work. This helps to ensure that they gain full benefit from lessons. All pupils make sound progress, including those with special educational needs. No differences were noted in boys' and girls' progress.
86. The quality of teaching is sound overall and makes a positive contribution to pupils' progress. One lesson in Year 1 was good and another in Year 2 excellent. Teachers have a sound knowledge of mathematics and understanding of how to teach it to pupils of this age. They have introduced the National Numeracy Strategy effectively and their lessons are appropriately planned. They pay due attention to teaching mental mathematics strategies and plan lessons with clear objectives shared with the pupils, thus helping them to understand the purpose of lessons and benefit fully from them. Teachers' expectations of what pupils are capable of doing have improved since the last inspection and higher-attaining pupils are usually given challenging work. Occasionally, pupils are given extension work that is less challenging than the original task, so their progress slows. In the very best lesson, pupils are fully involved and the teacher presents the concept being taught in an engaging, relevant and amusing way, for example, when using the story of 'Noah's Flood' to introduce the concept of doubling. Throughout this lesson the pupils were very attentive and keen to participate, their progress was excellent, and all had grasped the ideas being taught by the end. At present, teachers do not set homework, although there are plans to do so, and a meeting with parents is to be held shortly to discuss this.

93. **Science**

87. The results of the 1998 National Curriculum teacher assessments for pupils in Year 2 were below the national average for the number of pupils achieving the expected Level 2 and above. The number of pupils achieving the higher Level 3 was below the national average. Few pupils attained the higher Level 3. However, this increased in 1999 when more pupils achieved Level 3 due to specifically targeted work. In comparison with those in similar schools nationally, the school's results were below average. Inspection evidence suggests that the school is not sustaining these levels of achievement for higher attaining pupils. By the end of the Key Stage, most pupils attain standards of attainment in line with national averages, but few attain above this. In one lesson in Year 2, pupils' attainment fell below expected levels and they made insufficient progress due to insecurity of teacher knowledge about the content of the lesson. Inspection evidence is consistent with the 1999 tests, except in relation to pupils achieving the higher levels. In pupils' previous work, current work, and work in lessons there is insufficient change in the tasks or the teachers' expectations to demand more of higher attaining pupils. This is a continuing factor from the last

report.

88. Most pupils make satisfactory progress in lessons and over time. Inspection findings show that the quality of teaching is satisfactory and pupils, including those with special educational needs, make satisfactory progress in the acquisition of scientific knowledge and understanding. There is no significant difference in the attainment and progress of boys and girls. The school's practice of planning in year groups ensures all pupils receive the same content. However, the lack of detailed daily lesson plans means teachers with the least secure subject knowledge are not sufficiently well supported. Consequently, what pupils receive and understand, and the progress they make, vary from class to class. In classes where the quality of teaching is good, teachers have a more secure understanding of what they learn. However, in all classes attainment and progress for higher-attaining pupils is not sufficient over time. The school has largely maintained the standards from the previous inspection where standards were in line with national averages.
89. Across the school pupils make good use of their speaking and listening skills in lessons, but there is insufficient emphasis on applying their writing skills to support their work in science. There are too few opportunities for pupils to record their science work, explain through diagrams, charts and tables, and evaluate their findings and record their conclusions. For example, in recording changes in materials Year 2 pupils simply drew and labelled the objects on a worksheet which limits their response and the use of their literacy skills to explain why a change was permanent or reversible. All pupils completed the same worksheet irrespective of ability, limiting the progress of higher attaining pupils. Practical work helps pupils to make sound progress in investigative and experimental science. In discussions Year 2 pupils lack confidence in their recall and understanding of past work.
90. Pupils have good attitudes to science. Year 2 pupils show confidence in making predictions about materials they thought would spring back into shape when squashed such a rubber balls and quoits. In lesson introductions, they listen carefully and willingly offer their ideas and answer the teacher's questions. Pupils settle quickly to their tasks and work in small groups. They sustain their interest and willingly share equipment and materials. Pupils relate well to their teachers and support staff.
91. The quality of teaching is satisfactory. Most teachers show sound subject knowledge, which they pass on to pupils through clear explanations and demonstrations. However, lessons are not sufficiently well planned in the short term to take into account the differing ability ranges in each class. Too often pupils are given the same recording sheet with limited extension tasks, and teachers do not clearly express higher expectations for higher-attaining pupils, which leads to a lack of challenge for these pupils. Pupils with special educational needs are appropriately supported to ensure they learn as much as possible from their practical work. Staff make appropriate use of resources to stimulate pupils' interest. For example, a variety of materials are available to pupils in lessons to test their ideas. Teachers have high expectations concerning pupils explaining their scientific understanding, and this makes a strong contribution to the development of pupils' speaking and listening skills. The over dependence on work sheets limits pupils' use of their literacy skills to record and explain their findings.

98. **OTHER SUBJECTS OR COURSES**

98. **Information technology**

99. By the end of the key stage pupils' attainment meets national expectations. This is a similar situation to that noted during the previous inspection. They know and name computers programs and associated equipment. They turn computers on and confidently start the programs they wish to use. Pupils use computers and word-processing programs well to produce text and change its size and appearance. They use information and communication technology to good effect in other subjects, for example when producing plans for a shelter and labelling the materials used as part of design and technology. In mathematics, pupils collect and display information in pie graphs and bar charts, for example, of the numbers of pupils in different literacy groups. They send E mails to each other and to outside organisations, for example a thank you letter for a trip to HMS Victory. Older pupils learn the use of the Internet for finding information when studying 'the Great Fire of London'. In art, pupils develop appropriate skills in using facilities within computer paint programs such as the spray gun and changing colours of brushes and backgrounds. However, they are explore the medium rather than identifying how the computer can help them to do different things quicker, for example, selecting and printing the same design in a range of colours. Pupils confidently use the digital camera to record school events for their web site. All pupils, including those with special educational needs, make satisfactory progress in lessons and over time.
92. Pupils make sound progress through school as they learn to use computers, keyboards and other controlling devices. As they do so, they learn to use a variety of programs, such as word processing and paint programs and how to save and print their work.
93. Pupils enjoy their work in information and communication technology. They watch closely when the teacher introduces a program and helps them understand what can be done and how to use it appropriately when they have the opportunity. They are enthusiastic when learning about the Internet, and keen to show their abilities. Pupils persevere well with tasks, for example, trying to get the lighting right when taking digital images of the inspection team for the school's web site. They work well together and treat equipment with respect, handling it carefully.
94. The quality of teaching is sound overall. Teachers have a good understanding of the uses of information and communication technology, and try to make its use relevant to the work pupils are doing in other subjects as well as teaching pupils how to use it. They plan specific lessons in information technology and allow sufficient time for its use through the week, so that all pupils use the programs that have been demonstrated. In one lesson the teacher efficiently used an E-mail stimulus to lead pupils to a web site concerned with 'the Great Fire of London'. Teachers are well supported by volunteers who help pupils to work through programs and put into practice what they have learned. However, the effectiveness of teaching about the Internet is reduced when a class of pupils is unable to actively take part in the lesson because there is only one screen displaying the site.
95. There has been significant improvement in staff confidence and knowledge in this area since the last inspection. Standards are broadly similar but pupils and staff have eagerly taken on board new developments such as the Internet. There is effective leadership, which promotes interest and confidence amongst staff and pupils. Teaching and the curriculum are well supported by an Internet club, during which pupils can become more involved. There is a waiting list to join this club and amongst its achievements is the production of material such as scanned photographs and information for the school's web site. There has been significant investment in computers and they are used regularly and effectively.

103. **Religious education**

96. By the end of Key Stage 1 pupils' standards of attainment are in line with standards expected in the locally agreed syllabus for religious education. In Key Stage 1 pupils develop a secure knowledge of a range of stories from the major religions. They are encouraged to discuss what they are learning and look at similarities with their own feelings and experiences. Pupils develop a good awareness of themselves and the world around them and develop their understanding as they listen, discuss and share important feelings. They acquire useful knowledge about aspects of several religious traditions, such as the celebrations and special places of Christianity, Hinduism and Sikhism. They learn to value the beliefs of each of these faiths and to appreciate that they are important and special to others. Year 2 pupils know and

recognise the main festivals and symbols; this helps them to understand how people of faiths other than Christianity live their lives. The pupils are encouraged consistently to share their thoughts and opinions, and there are clear indications of developing language skills as they talk together. A good example of this occurred in a Year 1 lesson where pupils shared their thoughts of special symbols with one another. This is an improvement on the previous inspection, when very little evidence of previous learning was available.

97. Effective planning to cover the agreed syllabus and sound teaching ensures pupils make satisfactory progress over time and in lessons. 'Circle Time' is used effectively to promote the objectives of the agreed syllabus, and work in religious education is supported and extended in assembly. Pupils with special educational needs are well supported and make satisfactory progress towards their individual education targets.
98. Pupils enjoy asking questions and finding things out. They have positive attitudes and show respect for one another's opinions. 'Circle Time' and assembly have a significant impact on their personal development, as well as increasing their knowledge and understanding of religious education. During the telling of the story of Elijah pupils show wonder and appreciation when the oil was poured out of the jug, which had previously been shown to be empty. Religious education lessons make a good contribution to pupils' personal development.
99. The quality of teaching is satisfactory. Teachers are secure in their subject knowledge, for example, when talking to pupils about religious symbols and different customs. Stories and other activities are chosen carefully and resources are used well. Teachers ensure there is sufficient time for reflection and appreciation of others beliefs and faiths, and create a good ethos for learning. Careful planning and the quality of teaching, make an effective contribution to pupils' spiritual, moral, social and cultural development.

107.

107. **Art**

108. Pupils' standards of attainment are in line with those expected for pupils of this age. They make good progress in lessons where they receive confident and knowledgeable teaching. Where there is less security of knowledge, there is a clear difference in pupils' response and thus their attainment and progress in lessons. All pupils, including those with special educational needs, make sound progress over time. Standards have been largely maintained since the last inspection.

108.

109. There is significant variation in the quality of teaching which results in variations in progress and standards of attainment. In one, class pupils confidently select materials, explaining the reason for their choice and how they are using them, for example, by overlapping fabric and lace and inserting a brocade fabric in places they give the appearance of a rich and expensive dress for a wealthy Stuart woman. Pupils roll and pleat materials and describe a range of collage techniques using appropriate vocabulary. They plan their work carefully and pay good attention to the quality of the finished product. However, in a parallel class where teaching is poor, pupils understanding of the correct use of materials, for example, glue and scissors, is limited; they explain what they are doing, but do not have the confidence and understanding of techniques and vocabulary seen in the other class. In the one class, good-quality teaching extends the activity and enables pupils to make good progress in applying their knowledge and skills and evaluating their work. In the other lessons, pupils make unsatisfactory progress because of limitations in the task, lack of extension from the teaching, and unsatisfactory response from several pupils. In Year 1, pupils make sound progress experimenting with printing materials to create textures. They choose their favourite texture to print a picture of a teddy. The lack of first hand observation and purpose in their work limits their learning, for example, there are missed opportunities in looking at a range of teddies and their texture and choosing a print effect which best represents the texture and fabric of a particular teddy.

100. Overall, pupils have a good response to the subject and enjoy opportunities to draw, print and make collages. They talk eagerly about their work and share ideas and materials well. In Year 2 working as part of a group is a key feature and where this is successfully managed it enhances pupils' achievements. Working together also helps them appreciate the work and contribution of others. Where the quality of teaching is poor, pupils' response to the lesson is unsatisfactory. Some inattention and restlessness of

several pupils, caused by the slow pace to one lesson, disrupted the lesson for all.

101. The quality of teaching is sound overall, with marked differences between classes. This is due to variations in the teachers' security of knowledge and organisation of the classes. Teachers within a year group plan together, which is a strength in ensuring that the basic content of the lessons is the same for all pupils. However, their planning lacks sufficient detail to support teachers who are less confident. Daily planning is unsatisfactory and does not clearly identify the purpose of the lesson and what pupils will learn. There is no detail to explain the key vocabulary and structure of the lesson or how the work of higher-attaining pupils can be extended. Where teachers have greater knowledge of the subject, a basic task is extended well, ensuring pupils achieve standards above expectations and make good progress. Where teaching is poor, the teacher lacks sufficient knowledge to extend the task, which results in lack of challenge for most pupils. The pace of the lesson is slow resulting in some inattention by a few pupils. Most teachers allow insufficient time for pupils to evaluate their work, and that of others, in most classes. Teachers' planning lacks sufficient emphasis on helping pupils learn from the work of famous artists and apply their knowledge of how they used materials and techniques. This has not improved since the last report, despite the purchase of appropriate resources, as staff make too little use of them.

#### 111. Design and technology

112. Design and technology projects are timetabled for blocks of time each term. Consequently, no lessons were timetabled during the inspection for Year 2 as their focus is art. From the scrutiny of previous work, and discussions with pupils and staff it is clear standards are in line expectations for pupils of this age. However, past work clearly shows differences in standards and expectations between parallel classes. During the inspection Year 1 pupils achieve levels of attainment expected for their age and make sound progress in their lessons. Some Year 1 pupils make better progress where the teacher's knowledge of the subject is more secure. Over time, all pupils, including those with special educational needs, make sound progress. Year 2 pupils design and make a boat and correctly identify the range of tools and materials they will need to make it. Higher-attaining pupils write clear instructions. Older pupils give detailed written evaluations of their work, but the attention to quality of presentation in their writing is limited. Year 1 pupils design and make puppets from a range of materials and use construction kits well when designing for a purpose. For example, they build a shelter from bricks for an imaginary overnight stop in their search for a fictional character 'Bobo'. They use materials confidently. Year 1 pupils carefully design a teddy bear mask, but several pupils are unclear why they are making it or what a mask looks like. The lack of opportunity to look at, discuss and evaluate a range of real masks limits their understanding and designing skills. Pupils use standard recording and assessment sheets well and with confidence. They record their ideas confidently through drawings and draw and write the names of tools and materials they will use. However, they make insufficient progress in their spelling and writing as little assistance, such as words to copy and dictionaries, is provided.

112.

113. Pupils have satisfactory attitudes to their work. They settle willingly to their tasks and enjoy their lessons, sustaining their concentration long enough to complete the task. They share their ideas and listen carefully to each other.

113.

114. The quality of teaching is satisfactory overall, with examples of some very good teaching. Teachers in the same year group plan together. Their weekly planning identifies what pupils will learn and do, but is insufficiently detailed to identify clearly the purpose of the activity, how the lesson should be structured, or how expectations should be altered to expect more of higher-attaining pupils. Daily planning is inadequate and the weekly planning does not provide sufficient support to teachers with less secure knowledge in the subject. There are clear differences in teachers' knowledge, understanding and confidence in teaching the subject; this is the key factor in differences in quality of teaching in lessons, and impacts on pupils' progress. Where teaching is good or better pupils make good progress in lessons. There have been good improvements in the overall quality of teachers' planning, evaluation and assessments since the last inspection. However, teachers' plans do not identify clearly enough how pupils' skills are developed within lessons and over time.

114.

114. **Geography**

114.

115. Only one lesson was seen during the inspection. Judgements are also based on scrutiny of pupils' work from this and the previous year, examination of teachers' planning, and discussions with the subject co-ordinator. Pupils' standards of attainment are in line with expectations for their age. They draw pictorial maps of the park and locate objects using simple co-ordinates. They recognise maps of the United Kingdom and locate their own town confidently, as well as other major features such as capital cities. During a walk around the area pupils looked at the different land uses in the area, for example, residential, commercial and common land. They give reasons why they like or dislike particular features of their locality. All groups of pupils, including those with special educational needs, make sound progress. They make sound progress overall in learning and applying geographical skills through a study of their immediate locality and a wider area around school. They make good progress in understanding and using maps as they compare maps of the localities they visit to aerial photographs of those areas. Standards have been maintained since the last inspection.

115.

116. Pupils' response to geography lessons is good. They are attentive and interested whilst looking at the land use in the vicinity of the school, and look carefully at points of interest, suggesting reasons for what they see, such areas for deliveries at the back of shops.

117. The quality of teaching is good. Teachers have a secure knowledge of the subject and a good understanding of the way it can be taught to pupils of this age through direct experience, examining photographs, and making plans with construction toys. They bring the subject to life through visits to places such as local woods, an agricultural college, and a country estate. During the inspection a walk around the area was organised efficiently and safely, making good use of volunteer helpers. Teachers are developing their planning to include more formal assessment of pupils' attainment and progress. They are stating more clearly what pupils are expected to learn so that pupils' progress in learning during lessons and their knowledge, skills and understanding can be assessed more easily.

117.

117. **History**

102. Only two history lessons were seen during the inspection. Judgements are also based on a scrutiny of pupils' work from this and the previous year, an examination of teachers' planning and discussions with the subject co-ordinator. All pupils including those with special educational needs, make sound progress. Through participation in soundly planned lessons, they gain an understanding that things were different in the past and of significant events and people. By the time they leave school, standards of attainment are in line with expectation for pupils of this age. No judgements were made about standards in the last report, but pupils' progress has improved.

103. Pupils learn about important events in times gone by, such as 'the Great Fire of London'. They examine artefacts and describe their use, using their knowledge to say why they were needed. For example, pupils looked at 'wooden pattens' and explained these were necessary because streets were unpaved. They compare the ways of life of different groups of people, for instance, officers and seamen of the Royal Navy, as part of their work on HMS Victory. They find out about the more immediate past in their topic on 'When Granny Was A Girl' when parents and friends tell them about those times. Pupils use information technology to further their studies, for example, looking at web sites concerned with 'the Great Fire of London'.

104. Pupils enjoy history, for example, when comparing copies of artefacts from Stuart times with their modern equivalents. They handle these carefully and discuss them with interest. As a result of their enthusiasm they are encouraged to record their findings in words and pictures carefully.

105. The quality of teaching in history is sound overall. Teachers plan interesting and relevant lessons. Their knowledge of the subject is secure and enables them to discuss artefacts confidently, for example, when comparing a Stuart clay sprinkler to a modern watering can. They make sound links with other subjects, for example, when looking at what artefacts are made from and by using scientific vocabulary, such as artificial or natural. Teachers do not assess pupils' attainment and progress sufficiently well, or use

their assessments when planning series of lessons, to ensure all pupils have appropriately challenging tasks. Teachers' daily planning does not always clearly define what pupils are expected to learn.

## 121. **Music**

106. Pupils make good progress at Key Stage 1 and most of them reach good standards above expectations for their age. They attain well in the aspects of performing and composing. Pupils with special educational needs make satisfactory progress. This is a marked improvement since the last inspection when music was underdeveloped and not taught on a regular basis.
107. Pupils gain in experience of listening to and appraising a wide range of music such as 'Clair du lune' by Debussy. The quality of composition work is good throughout the school and all pupils are encouraged to record their music. Year 1 pupils composed 'Sounds of the Island', created using a range of percussion instruments, to accompany a class assembly. In Year 2 pupils are composing music inspired by their study of the 'Great Fire of London' in history. Pupils play confidently using a wide range of tuned and untuned percussion instruments. They compose and sing an imaginative range of 'Street Cries' inspired by music from the musical 'Oliver'. They are familiar with rhythm and pitch, and accurately read and perform sound pattern scores. Pupils sing well in assemblies and lessons, listen to, and appraise music favourably.
108. Pupils enjoy their music lessons and show a positive and enthusiastic attitude. They respond well, co-operate with each other, and develop an awareness of audience, such as when Year 1 pupils performed a selection of songs, including the 'Three Bears Rap', at a local Bandstand. Pupils have good levels of appreciation and involvement and treat the instruments they play with respect.
109. The quality of teaching is good. There is some good teaching in singing, percussion playing, composition and reading notation. Teachers have secure subject knowledge and plan their lessons carefully. They provide good opportunities for pupils to perform to others, for example, in assemblies, concerts and performances. Teachers have no formal procedures in place to assess music but assess pupils' progress informally in lessons. They plan and organise their lessons well, preparing resources effectively to ensure pupils have easy access to them and this enhances pupils' enjoyment and learning.
- 125.

## **Physical education**

110. Standards of achievement at the end of Key Stage 1 are above those expected for pupils of their age, and progress made is good for all pupils, including those with special educational needs. This is an improvement on the findings of the previous inspection when they were in line with national expectations. Pupils know the importance of warming up at the beginning of lessons, cooling down after exercise, and the contribution of physical activity to a healthy life style. In gymnastics pupils perform balance and travelling tasks on the floor and apparatus using an appropriate variety of body parts. Pupils learn to throw and bounce a ball through a hoop in a controlled and safe manner. They learn to play simple competitive games, such as retrieving balls and beanbags. They curl, stretch and balance, make high or low shapes, and travel in various ways in dance lessons. Year 2 pupils follow instructions to repeat a simple country dance sequence.
111. The pupils' attitudes are good. They are keen and enthusiastic and listen carefully to instructions. They work safely individually or in pairs and behave well. All pupils take part enthusiastically and energetically in lessons.
112. The quality of teaching is good overall and particularly at the end of the key stage. Planning is effective and has improved since the last inspection. Teachers have high expectations about what pupils are capable of achieving, such as in a gymnastics lesson where pupils develop their skills through stretching and balancing, using all parts of their bodies. The teacher's enthusiasm and skill encourages most pupils quickly to improve the quality of their movements and skills. By the end of the lesson, they are able to

control their movements and balance carefully as they move across and over apparatus. The main strengths are the ways in which teachers revise previous skills before introducing new ones; pupils are involved in planning, reviewing and demonstrating their performances. A range of good strategies is used to develop balancing skills, individual work, and collaborative teamwork. Teachers provide good support for pupils with special educational needs, enabling them to take a full part in all lessons.

128. **PART C: INSPECTION DATA**

128. **SUMMARY OF INSPECTION EVIDENCE**

128.

- Fifty-nine lessons or parts of lessons were observed and graded, totalling 36 hours and 50 minutes
- Additional time was spent talking with pupils, observing them at play, and looking at their work
- A selection of pupils from each class were heard reading
- Samples of pupils' work from all classes were scrutinised
- Governors, staff, and curriculum co-ordinators were interviewed
- Past and current policies and all available schemes of work were examined
- Discussions were held with pupils, governors and parents during the inspection
- Teachers' records and plans were scrutinised
- Assemblies were attended
- A range of documentation and information supplied by the school was studied
- Attendance registers, pupils' records and reports were examined
- The school's budget and financial records were scrutinised
- A pre-inspection meeting for parents was held, which six attended
- One Hundred and thirteen completed questionnaires and parents' comments were analysed
- Lunch-times, playtimes, the beginning and end of school were observed
- The school accommodation and resources were evaluated.
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· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	264	0	75	32

· **Teachers and classes**

· **Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent):	11.60
Number of pupils per qualified teacher:	22.76

· **Education support staff (YR – Y1)**

Total number of education support staff:	9
Total aggregate hours worked each week:	180
Average class size:	26.4

· **Financial data**

Financial year:	1998/9
	£
Total Income	425702
Total Expenditure	446302
Expenditure per pupil	1690.54
Balance brought forward from previous year	35095
Balance carried forward to next year	14495

**PARENTAL SURVEY**

Number of questionnaires sent out: 250  
 Number of questionnaires returned: 113

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	47	43	5	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	38	3	2	1
The school handles complaints from parents well	21	48	26	4	1
The school gives me a clear understanding of what is taught	39	55	5	1	0
The school keeps me well informed about my child(ren)'s progress	44	48	4	3	1
The school enables my child(ren) to achieve a good standard of work	42	48	7	3	0
The school encourages children to get involved in more than just their daily lessons	37	38	20	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	52	5	7	3
The school's values and attitudes have a positive effect on my child(ren)	48	46	6	0	0
The school achieves high standards of good behaviour	41	46	10	3	0
My child(ren) like(s) their school	61	35	4	0	0

**Other issues raised by parents**

Forty three per cent of parents returned their questionnaires. Nineteen per cent of parents returning their questionnaires also made comments about the school. Six parents attended the meeting with the registered inspector before the inspection. Inspectors' judgements support all of parents' positive views represented in the section 'what most parents like about the school'. The exceptions are attainment in writing, the development of pupils' language, and scientific knowledge, where there are some weaknesses. Inspectors found no evidence to support some parents' concerns about behaviour or extra-curricular provision. Pupils' behaviour is consistently good and the range of clubs is good. The provision of homework is satisfactory overall but could be more precisely targeted to meet the needs of higher attaining pupils, provide more guidance for parents, and offer pupils opportunities to assess their work.