

# **INSPECTION REPORT**

## **RACE LEYS INFANT SCHOOL**

### **BEDWORTH**

LEA area: Warwickshire

Unique Reference Number: 125616

Inspection Number: 187499

Headteacher: Mrs A. Hallisey

Reporting inspector: Mr Geoff Jones, Reference no. 11816

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> November 1999

Under OFSTED contract number: 707847

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline  
Tel. 0171421 6567

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Hurst Road, Bedworth, NUNEATON, Warwickshire CV12 8AD
Telephone number:	01203 312221
Fax number:	01203 494199
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. G. Burrows
Date of previous inspection:	29 April – 3 May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr. G. D. Jones, RgI	Science; Religious Education; Music; Physical Education.	Attainment and Progress; Teaching; Leadership and Management; Efficiency.
Mrs. J. Darrington, Lay Inspector		Attendance; Attitudes, behaviour and personal development; Support, guidance and pupils' welfare; Partnership with parents and the community.
Mr. B. Emery	Mathematics; Design and Technology, Information Technology; Art.	Special educational needs; Curriculum and assessment; Staffing, accommodation and learning resources.
Mrs. G. Wilkinson	Under-fives; English; History, Geography.	Equal opportunities; Spiritual, moral, social and cultural development.

The inspection contractor was:

National Educational Services.  
Linden House,  
Woodland Way,  
Gosfield,  
Nr. Halstead,  
Essex.  
CO9 1TH

01787 476575

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

## **PARAGRA**

### **MAIN FINDINGS**

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

### **KEY ISSUES FOR ACTION**

### **INTRODUCTION**

- Characteristics of the school 1 - 5
- Key indicators

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

#### **Educational standards achieved by pupils at the school**

- Attainment and progress 6 - 12
- Attitudes, behaviour and personal development 13 - 17
- Attendance 18 - 20

#### **Quality of education provided**

- Teaching 21 - 26
- The curriculum and assessment 27 - 33
- Pupils' spiritual, moral, social and cultural development 34 - 39
- Support, guidance and pupils' welfare 40 - 43
- Partnership with parents and the community 44 - 49

#### **The management and efficiency of the school**

- Leadership and management 50 - 57
- Staffing, accommodation and learning resources 58 - 60
- The efficiency of the school 61 - 68

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

#### **Areas of learning for children under five 69 - 78**

#### **English, mathematics, science, information technology and religious education 79 - 105**

#### **Other subjects or courses 106 - 149**

### **PART C: INSPECTION DATA**

#### **Summary of inspection evidence 150**

#### **Data and indicators 151 - 155**

## **MAIN FINDINGS**

### **What the school does well**

- Its highly successful partnership with the parents, involving them with children's learning and the high quality of information provided for them.
- The very good procedures it has for monitoring pupils' progress and for promoting discipline and good behaviour.
- The very good leadership that is provided by the head teacher.
- The provision for pupils with special educational needs enables them to make good progress.
- Curriculum planning is very good and provides a wide variety of experiences to make the content relevant for pupils.
- The financial planning and control of the budget are very good.
- The highly successful encouragement of the pupils' attitudes, behaviour, relationships and personal development has a good impact on their learning.
- Procedures for assessing the pupils' attainments are very good.

### **Where the school has weaknesses**

- The pupils' independent learning and library skills need improving.
- Objective information about the strengths and weaknesses in the curriculum are not used sufficiently to improve pupils' standards.

The school has a considerable number of strengths and few weaknesses. The weaknesses will form part of the governors' action plan together with any other issues the governors' decide need to be included. The action plan will be sent to all parents once it has been finalised.

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

The governors and staff have addressed the issues arising from the previous report very successfully. They have established a beneficial approach to continuously improving the work of the school and their capacity for further improvement is very good. The school has initiated a successful programme of staff development that has improved greatly the quality of teaching across the whole school. Lesson plans are now of good quality and have clear learning objectives which are shared with the pupils to give a good focus to the lessons. Pupils make good progress through a well-organised curriculum that enables pupils to learn step by step. Teachers use information on the varying achievements of the pupils to plan work that meets their needs. This results in good progress for the higher attaining pupils as well as for lower attaining pupils with special educational needs.

Teaching now includes a variety of strategies to ensure that all pupils make progress. Opportunities are provided for pupils to work individually, in pairs or in small groups. They experience a number of different categories of activity such as whole-class discussion, drama and practical work that results in good reinforcement and consolidation of their learning.

The Reception classes are now housed in more spacious accommodation with access to more suitable shared areas that allow opportunities for creative play. The curriculum for these children who are under five is highly appropriate and of very good quality. All elements of the curriculum expected for this age group are provided by the school. Good quality resources for learning have

been provided in sufficient quantity to allow all children equal access and opportunities to use them. The curriculum is very well planned and the teachers and support assistants work very well together for the benefit of the children and to enable them to make good progress.

Although a significant number of Year 2 pupils are able to locate information using the school library, insufficient opportunities have been provided for them to develop habits of independent learning.

### Standards in subjects

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

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

The chart shows, for example, that while standards in mathematics are below average compared with all primary schools in the country they are also below average compared with the results from similar schools. The inspection team judges that, at the time of the inspection, attainments in reading, writing and mathematics meet what is expected nationally. Standards in information technology are above expectations for the end of Key Stage 1 and in RE they accord with local expectations for that age.

### Quality of teaching

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

The quality of teaching in the school overall is good. There were no unsatisfactory lessons observed during the inspection. 18 per cent were very good or better and 47 per cent were good quality.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Very good behaviour. Pupils are confident, friendly and polite. They respect the school's property. Older pupils look after younger pupils.
Attendance	Satisfactory. Pupils are punctual and there is a prompt and very effective start to the school sessions.
Ethos*	Pupils' attitudes to work are very good. There is a hard-working atmosphere and a commitment to raising standards.
Leadership and management	Very good leadership provided by head teacher. The Governing Body is very supportive and works hard on behalf of school. Subject co-ordinators produce an annual audit of needs to develop their area of the curriculum.
Curriculum	High quality. Caters for differing levels of attainment effectively. Insufficient extra-curricular activities to engage pupils in activities other than those in the classroom. Procedures for assessing pupils' attainments are very good.
Pupils with special educational needs	Good provision. Special educational needs Code of Practice is met completely. Individual educational plans are of good quality and have clear and precise targets for pupils to attain.
Spiritual, moral, social & cultural development	Good provision for pupils' development in all four areas.
Staffing, resources and accommodation	Expertise of teachers is good. They are well supported by classroom assistants. In-service training for teachers is very good. Resources for learning are good overall and have positive impact on learning. Accommodation is good.
Value for money	Good.

\*

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

## The parents' views of the school

### What most parents like about the school

- The school enables pupils to achieve good standards of work.
- They find it easy to approach the school with problems concerning their children.
- Their children like school.
- The school's values and attitudes have a positive impact on their children.
- It achieves high standards

### What some parents are not happy about

- The school does not encourage children to become involved in more than just their lessons.

- of good behaviour.  
It encourages parents to take an active part in the life of the school.

The inspection team agrees with all the parents' positive views about the school. Inspectors also agree that the school does not encourage pupils to become involved in activities other than their lessons; the school does not provide extra-curricular activities for pupils to develop further interests or to improve skills in existing commitments.

## KEY ISSUES FOR ACTION

In order to raise standards further and ensure good progress for all pupils the head teacher, staff and governors should:

- provide more frequent opportunities for pupils to use the school library to encourage them to practise their library skills and to engage in independent learning and research projects; (21) (91)
  
- raise standards further in literacy, mathematics and science by:
  - using the analyses of pupils' answers in the annual national tests, interviewing samples of pupils to assess their knowledge and understanding and monitoring samples of pupils' work to inform the school development plan; (53)
  - identifying and sharing strengths in teaching through monitoring lessons; (51)
  - identifying and acting upon information arising from monitoring of teaching and providing in-service training to overcome any specific weaknesses to improve the quality; (51)
  - drawing up an action plan to address the identified weaknesses over a period of time.

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

- Ensure that attendance registers are returned to the school office immediately after registration to provide a more efficient method of checking that all pupils have evacuated the building in the event of an emergency; (20) (42)
  
- Provide all the legally required information in the governors' Annual Report to Parents; (47) (58)

## **INTRODUCTION**

### **Characteristics of the school**

1. The school has 225 pupils on roll. As a result of County reorganisation the school changed status from a First to an Infant school in 1996, resulting in a reduction in pupil numbers. The school currently has eight class teachers and a head teacher. One class is mixed age with Reception and Year 1 pupils and the rest have a single year group. When children are first admitted to the Reception classes their attainment is below average. All pupils are from homes where English is the first language. The proportion of pupils who are entitled to free school meals is below the national average.
2. The catchment area of the school has approximately 50 per cent local authority housing and the percentage of adults in the area who have received higher education is well below the national average. The proportion of children who live in high social class housing is below the national average. Also below the national average is the proportion of children with minority ethnic backgrounds.
3. There are 44 children on the special educational needs register of whom four need the help of

outside specialists. Two children have a statement of special educational needs. The percentage of pupils identified as having special educational needs is broadly in line with the national average.

4. The main aims of the school are to continue to build good caring relationships and to develop the curriculum in order to enhance the learning opportunities for pupils. The school also targets the promotion of respect for self and others and to ensure equality of opportunity for all. Finally, the school aims to evaluate its work at regular intervals to guarantee the maximum benefit for all pupils.
5. The governors and staff have decided on a number of priorities. The most important of those planned for the near future are to provide for more regular investigations and experiments to take place in science lessons on a weekly basis, and to maintain a garden plot for pupils and develop an indoor geography trail.

## Key indicators

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	40	38 (32)	78
	(98)	(29)		(61)

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	33 (20)	34 (24)	37 (24)
	Girls	34 (25)	33 (26)	30 (27)
	Total	67 (45)	67 (50)	67 (51)
Percentage at NC Level 2 or above	School	86 (77)	85 (85)	86 (87)
	National	85 (80)	86 (81)	90 (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	34 (21)	33 (24)	34 (22)
	Girls	35 (25)	33 (24)	33 (27)
	Total	69 (46)	66 (48)	67 (49)
Percentage at NC Level 2 or above	School	88 (78)	84 (82)	86 (83)
	National	(81)	(85)	91(86)

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

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:				%
	Authorised	School		5.3
		National comparative data		5.7
	Unauthorised	School		0.0
		National comparative data		0.5

1

### 1 Exclusions

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

### 1 Quality of teaching

Percentage of teaching observed which is:			%
		Very good or better	18
		Satisfactory or better	100
		Less than satisfactory	0

## PART A: ASPECTS OF THE SCHOOL

### EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

### **Attainment and progress**

1. When children are first admitted to the school initial assessments carried out in the Reception classes show that their attainment is below the level expected overall for their age. By the time they are five most children's standards in language and literacy, mathematics and knowledge and understanding of the world are all satisfactory. Their personal and social skills, standards in creativity and physical skills are also satisfactory by the age of five. The Reception class teachers and learning support assistants work closely as a team. They plan together ensuring the curriculum covers all of the nationally recommended content.
2. The school's results in the 1999 national tests for seven-year-olds in reading and writing show that the percentage of pupils who achieved national expectations was close to the national averages. The school's results in mathematics were slightly below the national average for seven year olds. The percentages of pupils achieving levels higher than national expectations were close to the national average in reading and writing and below the national average for mathematics. The boys' results in reading and writing are consistently worse than the girls'. The school is aware of this and has drawn up a plan of action and set realistic targets to redress the imbalance. When these results are compared with schools of a similar kind, reading and writing standards are average and mathematics is below average. Over the last three years the school's results in all the above three subject areas for seven-year-olds show that their average National Curriculum levels were mostly close to the national averages in 1996, 1997 and 1998. Results were slightly below average for writing in 1997 and well above average for mathematics in 1998. The 1997 results were higher and close to the national norm in mathematics but still below for reading. Standards at the time of the previous inspection were broadly similar to the above results.
3. Teacher assessments of the proportion of pupils achieving what is expected nationally for seven-year-olds in 1999 for science was close to the national average. The proportion of pupils achieving higher levels was also close to the national average.
4. The inspection findings reflect the above test results overall. At the end of the key stage, levels of attainment in reading, writing, mathematics and science all meet national expectations. Pupils listen attentively and make appropriate responses. They are keen to express opinions and join in discussions, showing sensitivity to the feelings of others when so doing. By the end of Key Stage 1 pupils learn the sounds represented by groups of letters through lessons in phonics and through learning well chosen spellings based on the literacy key word lists. Higher attaining pupils have acquired a variety of strategies to recognise unfamiliar words and to read with understanding. They use dictionaries appropriately. They write using a neat style forming letters correctly and joining them together. By the end of Year 2 pupils use appropriate punctuation and understand when to use capital letters and full stops. The content of their writing is satisfactory overall. Most write imaginative stories, poems, letters, factual accounts and take notes competently for their age. By the end of Key Stage 1 pupils add and subtract numbers up to ten accurately and are beginning to memorise addition and subtractions up to 20. They understand that two halves of the same object are equal and carry out surveys, successfully producing bar charts of their findings. Pupils have a good understanding of the place value of each digit in numbers up to 100.
5. At the end of Key Stage 1 pupils know that many materials change when they are heated or cooled and that some of these changes are reversible. They name different bones in the

human body. Pupils construct electrical circuits using wires and batteries to make light bulbs glow and activate buzzers. They know the dangers associated with electricity and know that shadows are cast because light cannot pass through the object.

6. Pupils' standards of achievement in information technology are in line with national expectations at the end of Key Stage 1. They amend their writing successfully by adding and changing words on the screen. They use graphics programs confidently and by the end of the key stage they choose, load and re-load programs. Pupils' attainment in religious education meets the expectations of the locally Agreed Syllabus at the end of Key Stage 1. For their age they have a sound knowledge of the rudiments of Christianity and some other religions. Standards in history, geography, design and technology, art and music are satisfactory at the end of Key Stage 1 and standards in physical education are good.
7. Progress made by children who are under five is good in all the areas of learning covered by the curriculum for this age group. They improve from being below average when they are admitted to the Reception classes to being close to the average by the time they move into Year 1. Pupils' progress during the time they spend at the school is good overall. They improve their overall levels of attainment from being initially below average to a satisfactory level when they leave the school at the age of seven. The overall progress made by pupils in the lessons observed by the inspection team was good. Pupils make good progress in reading, writing and mathematics and satisfactory progress in science. Progress in reading is assisted by guided group reading activities that enable pupils to focus clearly on specific aspects of reading and to gain knowledge, skills and understanding. Pupils are encouraged to learn the high frequency words of the literacy key word lists to support their writing and this has a positive impact on their progress in writing. Handwriting is taught systematically throughout the school with pupils learning a cursive style from Reception and this results in neatly written work. Standards in mathematics have improved over the previous year's results where they were below the national average. This has been achieved by a good emphasis on understanding mathematical ideas through the use of practical equipment in the classrooms. Pupils' progress in science is satisfactory. They develop their knowledge and understanding of the science curriculum through a variety of activities. However, progress is not as good as it might be due to insufficient attention to developing investigative skills. Pupils' progress in information technology, religious education, music and physical education is good. Their progress in history, geography and design and technology are satisfactory. Higher attaining pupils make good progress. Their knowledge, skills and understanding are extended by the provision of appropriately challenging activities. Pupils with special educational needs also make good progress due to good support from class teachers and carefully constructed individual education plans that provide realistic targets for learning.

### **Attitudes, behaviour and personal development**

8. The provision of a relaxed, yet orderly and purposeful and mutually caring environment in which to learn, is a strength of the school. Harmony between pupils and each other and between pupils and adults is clearly evident. They are eager to attend school and are very interested in their work with almost all pupils concentrating well on their work in most lessons. Pupils work very well, both individually and with others but arrangements for pupils to develop the capacity for individual study are under-developed. Reception pupils, which include a significant number of under-fives, are eager to learn and listen very well. They are

already, at this time in the school year, beginning to achieve independence and to respond very positively to responsibility, such as returning the class meals register to the school office and undertaking tasks for the class teacher.

9. Pupils' behaviour is very good and pupils are friendly and polite towards one another, staff and other adults. Respect for property and resources is clearly evident. There is no evidence of bullying. Pupils are caring of each other. Older pupils look after younger pupils and staff actively promote the school motto "We care", in many lessons. Pupils know the difference very clearly between right and wrong. There have been no exclusions. Behaviour, good work and achievement, both within and outside the school, are rewarded through an effective whole-school reward system. Behaviour is very carefully monitored through the whole-school monitoring and assessment arrangements.
10. Children who are under five are very well behaved and there is a good response to expectations. Pupils learn to respect resources, to co-operate and share equipment.
11. Pupils show respect for other pupils' feelings and are aware of beliefs other than their own. This is evident particularly during times when pupils sit in a circle to discuss issues during religious education lessons. Pupils respond very well to the opportunities that the school provides for them to experience roles of responsibility through carefully managed class rotas and systems and through the undertaking of such tasks as assisting with the management of the overhead projector in assembly. Pupils also clearly demonstrate confidence and show initiative by undertaking appropriate tasks for class teachers without being asked.
12. Pupils fundraise very successfully for a number of local and national charities each year, such as the Birmingham Children's Hospital and for the Royal National Lifeboat Institution. They become aware of their wider community responsibilities through contact with the school's neighbouring community and elderly citizens at school events such as Harvest celebration and Christmas productions.

### **Attendance**

13. Attendance procedures and guidelines are in place and are very clearly outlined for parents in the School Prospectus, including the details of what constitutes unauthorised absence and the legality of taking family holidays during the school term. Almost all pupils are punctual and there is a prompt and very effective start to the school sessions.
14. Pupils' attendance was 94.7 per cent in the year prior to the inspection and this is close to the national average. There were no unauthorised absence. This is well below the national average.
15. Recording of attendance and absence is accurate and an effective communication system ensures very rigorous monitoring of attendance. There is no whole-school approach to the closure of registers in the interests of consistency and safety procedures.

## QUALITY OF EDUCATION PROVIDED

### Teaching

16. The quality of teaching is good overall, including the teaching provided for children who are under five. There are a number of examples of very good lessons, mainly in the Reception classes and in Year 2. There were no examples of unsatisfactory teaching observed in any of the classes during the period of the inspection. Nearly one in every five of the lessons was very good or better and very nearly half were good. During the previous inspection over two out of every five lessons were judged to be unsatisfactory. The range of teaching strategies used was judged to be too narrow, higher attaining pupils were not challenged sufficiently, assessment of pupils' achievements was not used to help plan the content of lessons and pupils often did not make sufficient progress as a result of the teaching. This shows very clearly that the quality of teaching in the school has improved enormously due to an intensive programme of in-service training and hard work by the teachers. All of these weaknesses have been overcome enabling lessons to be of higher quality than previously. The only factor that has not improved sufficiently is concerned with independent learning. Teachers still have a tendency to do too much for pupils that they could easily do for themselves. For example, teachers select books from the school library for pupils to use instead of extending pupils' skills in research by requiring them to do this independently. Overall, teachers have good subject knowledge and have very good relationships with the pupils. This results in good management of the pupils' behaviour and in pupils wanting to please their teacher.
17. Literacy and numeracy lessons have been implemented according to prescribed guidelines and have enhanced pupils' learning. Lessons for children who are under five are well organised. The children are happy in the classrooms and, even at this early stage in their school career, are well-versed in procedures such as putting resources away and tidying the classroom at the end of a lesson. Reception class teachers work in close partnership with classroom assistants to ensure that all adults in the classrooms support the children very effectively. Lesson planning is good throughout the school. Teachers plan clearly what they intend pupils to have learned by the end of the lesson and these intentions are shared with the pupils. This gives the lesson a real focus and pupils are aware of what is expected of them. This has a very good impact on the pupils' progress during the lesson. Good relationships between teachers and pupils are consistent throughout the school. All teachers manage pupils' behaviour very successfully. They use a successful positive approach, praising, encouraging and developing their self-esteem.
18. The very good lessons have a number of features in common. Firstly, the pupils' work is planned very carefully using assessments of their progress in acquiring knowledge, skills and understanding. In one particularly successful mathematics lesson in one of the Reception classes the teacher had planned work which very closely matched the needs of different pupils. Some pupils were learning to count using small objects, others were building sets of three objects and counting to higher numbers whilst a group of higher attaining children were practising counting in threes. Other children were learning to add low numbers together using objects or cubes to help them. The organisation of this lesson enabled pupils with different levels of attainment to each make good progress. Secondly, artefacts are used very effectively to enhance pupils' learning. During a very good religious education lesson, for example, the teacher was explaining some of the beliefs of Sikhism and used a Sikh story as a medium.

The pupils sat in a circle and a pupil held a golden sun high in the air to indicate how oppressively hot it was in the story. A model of a cobra snake was placed in the centre of the circle and pupils moved their shoulders to represent a large crowd walking. The pupils were enthralled and an atmosphere of awe and wonder prevailed. They made very good progress in understanding the similarities of different world religions and had a firmly held knowledge of aspects of Sikhism as a result. Thirdly, the lessons build pupils' knowledge, skills and understanding quickly by developing their learning step by step. Teachers revise and consolidate what pupils have learned in previous lessons before developing their knowledge and understanding even further. For example, in one very successful lesson the teacher reminded pupils about what they had learned in circle dancing and in traditional line dancing before widening the pupils' skills to encompass the movements of ethnic dancing. Explanations about the meaning of the various movements in the dance heightened the pupils' interest and consolidated their learning enabling them to make good progress.

19. There are no major weaknesses in the teaching but a small number of facets make some lessons less effective than others. For example, teachers occasionally do not have a really clear idea about what they want pupils to know do or understand at the end of the lesson. On other occasions pupils sit for too long on the carpet listening to the teacher and they become restless. They then lose concentration and become bored.
20. Teachers and learning assistants work well together to support pupils with special educational needs very effectively. They combine to provide good quality individual education plans that have clear and measurable targets so that success in attaining goals is easily assessed. The class teacher's planning ensures that the needs of these pupils are met during lessons. There are no pupils who require extra support because English is not their first language.
21. The use of a specialist music teacher in the Year 2 classes enhances pupils' progress. The expertise and good quality music teaching provided by the teacher also enables class teachers to observe the lessons in order to gain an insight into how quality music lessons are organised.
22. Teachers mark pupils' work regularly and this helps pupils to make good progress. No parents feel that the school's provision for homework is unsatisfactory. The work provided for pupils to do at home is appropriately related to the pupils' work in lessons and has a positive effect on their progress.

### **The curriculum and assessment**

23. The curriculum is broad and balanced across the school. It includes all elements of the National Curriculum and religious education and is enhanced by personal, social and health education. In addition the school provides sex education for pupils and the approach follows the governors' policy which has been agreed recently.
24. Curriculum planning is a strength of the school and it ensures that all aspects of each subject are taught. Time allocation for subjects has been carefully considered and this results in a relevant and lively curriculum experience for all pupils.
25. The curriculum for children who are under five is very good and comprises a mixture of well-planned activities that provide structured learning experiences and free play. There is a good

quality curriculum policy for this age group.

26. Curriculum policies and schemes of work are of good quality and provide the basis for curriculum and lesson planning which is of high quality. Teachers planning for all curriculum areas is very good. The National Curriculum is divided into blocks of learning each with subject schemes of work. Medium-term planning related to the National Curriculum and the schemes is comprehensive covering learning objects, activities, lesson organisation, assessment and IT opportunities. It also provides opportunities for teachers to evaluate the success of the lesson. Teachers use this format for their day-to-day planning, a weakness identified in the last inspection. This is now good. Teachers show curriculum planning and take a lead in their areas of expertise. All documents including planning documents are regularly renewed. This joint planning and review, carried out on a year group basis is very effective in ensuring appropriate continuity and progression and coverage of the National Curriculum.
27. Curriculum provision for pupils with special educational needs is good. It is well planned and fully meets the requirements of the Code of Practice. The co-ordinator for special educational needs is very effective and documentation, including individual education plans, is of sound quality. Reviews and assessments are all undertaken very efficiently. Equality of access and opportunity is good. Careful arrangements are made for example, to ensure that pupils withdrawn for additional help do not regularly miss the same part of the curriculum.
28. Assessment is of good quality across the school. All pupils have individual record documents which record key areas. These are in significant detail in the core subjects of English, mathematics, science and information technology. Assessment of pupils' knowledge and understanding in religious education is at an early stage of development because the local authority has only recently published an assessment scheme which is associated with the locally Agreed Syllabus. The school intends to adopt this as soon as the teachers have discussed it and fully understand its processes. Assessment in the foundation subjects is less detailed, but nevertheless is effective in providing a clear picture of pupils' progress, attainment and curriculum coverage. Target setting is used as a way of focusing teaching and learning in key areas. The effective day-to-day planning which teachers use is now consistently informed by the outcomes of assessment and the impact of this process on pupils' attainment and progress is now good, an improvement since the last inspection. Standardised tests are used to monitor progress and identify weaknesses. National assessments are analysed carefully each year. Baseline assessment is used on entry and this provides a sound basis for the school to review and monitor pupils' progress. The assessment co-ordinator monitors effectively all aspects of assessment and maintains a good overview of procedures and practice; a 'trawl' of all planning and assessment documents of a class chosen at random is one effective measure used.
29. Statutory requirements are fully met, a marking policy is in place and most pupils' work is regularly marked with positive feedback given. Opportunities for pupils to undertake extra-curricular activities are unsatisfactory and this remains a weakness as identified in the last inspection report.

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

30. Overall opportunities for pupils' spiritual, moral, social and cultural development are good.
31. The school makes good provision for pupils' spiritual development. During the inspection, when pupils had opportunities for collective worship, the use of well-chosen stories, song and music and opportunities for personal reflection contributed to pupils' spiritual development. In lessons pupils are given opportunities to reflect on their own lives and their attitudes and feelings to the world around them. For example, following a visit to a local park, a woodland area was created within a shared space that enabled the pupils to continue to explore and re-live the various aspects of autumn. Work in religious education, of which spirituality is an integral part, extends their understanding of, and tolerance for, both their own and others' religions. Pupils' spiritual development is good and this is an improvement since the last inspection when it was noted that this aspect of pupils' development was less strongly emphasised. Collective acts of worship comply with statutory requirements.
32. The school makes good provision for pupils' moral development. It promotes good behaviour and mutual respect by setting clear and consistent expectations. The school's behaviour policy that places emphasis upon positive rewards and praise makes a good contribution to promoting pupils' moral development and is consistently applied by all teachers. Pupils know the difference between right and wrong. The school is a calm and orderly community. There is a strong work ethic and all pupils work well even when not directly supervised. Staff provide positive role models demonstrating respect and care for others and commitment to their work. Pupils' moral development is good.
33. The school makes good provision for the social development of pupils. Teachers and support staff set good examples to the pupils through their work as a close-knit and mutually supportive team. In all classes pupils are provided with a range of opportunities to take on responsibility which they accept willingly. When given the opportunity they work well together in collaborative tasks. They play well together on the playground at break times. They demonstrate kindness, care and concern towards one another in all aspects of their work and play. The school actively participates in both local and national events that encourage the pupils to think about the community they live in as well as those of others within the wider world. Year 2 pupils sing to senior citizens and take part in the local Arts Festival. The school regularly supports a range of charities through sponsored and other activities. The close and mutually caring relationships of adults and pupils make an important contribution to the ethos of the school.
34. Pupils' cultural development is good. Pupils make visits to places of interest including museums and places of interest in the local area, and there are visits to the school by theatre groups and these contribute to a sound development of their knowledge and understanding of their own culture. The school makes positive use of visitors representing aspects of other cultures, such as the planned visit by Indian dancers as part of the school's Divali celebrations. Visits from organisations within the community, such as representatives from the police force and fire service also contribute to pupils' understanding. Such opportunities enhance the cultural experiences of all pupils. In religious education pupils develop an understanding of other faiths. The school has developed the opportunities it provides for

pupils to learn about other cultures well since the last inspection when such opportunities were noted as restricted.

35. The recent development of occasions when pupils sit in a circle to discuss their feelings and talk about current issues throughout the school and the careful planning with clear learning objectives for these activities is making a positive contribution to pupils' spiritual, moral, social and cultural development. There is a good spiritual, moral, social and cultural policy in place.

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

36. The school provides a harmonious and caring learning environment for all its pupils. Members of staff know their pupils very well, informed by detailed monitoring and assessment of academic progress and by very good informal monitoring arrangements of personal development. The general welfare of pupils is the responsibility of class teachers who are very caring. They receive very good support from trained first-aiders, classroom assistants, midday supervisors and administrative staff. Pupils with special educational needs are provided with appropriate and effective support. Well planned induction arrangements are in place for under-fives and similarly a smooth transition to junior school is ensured through good transfer and liaison arrangements. The school is aware of all its pupils' needs and maintains regular and very effective links with support agencies and services.
37. A comprehensive whole-school approach to discipline and the promotion of positive, caring behaviour has been successful in achieving a very high standard of behaviour that is evident in almost all pupils. A very effective whole-school monitoring system for behaviour is in place which is used to assist in the regular assessment of the school's procedures for the promotion of positive behaviour. The school's reward and sanction system provides recognition for good work, good effort, positive behaviour and achievement both within and outside school. Attendance guidelines and procedures are clearly outlined and there are rigorous and effective overall monitoring systems in place. However, class registers are retained in classrooms and do not accompany classes to the hall or elsewhere. This presents a concern in the event of an emergency. The lack of a whole-school approach to the end of the registration period presents difficulty in establishing exact pupil numbers, particularly as collective acts of worship in the hall follow the registration period. The school has already taken steps to rectify the situation.
38. Safe storage areas are provided for hazardous substances and equipment. Equipment is very well maintained and in safe condition. The interior and exterior of the building and play areas are in notably good condition. First-aid provision is very good with excellent organisation and procedures in place. Pupils are made aware of safe practice when using potentially hazardous equipment, such as scissors and computers. Vehicles continue to access the school site through the school playground but good management ensures that this occurs when pupils are not in the playground. Arrangements are underway to secure an alternative vehicular access which will be sited in an area not regularly used by pupils.

39. Overall the school is very successful in promoting and providing for the health, safety and well-being of its pupils.

#### **Partnership with parents and the community**

40. The school has a very effective partnership with its parents. Parents feel very well informed and welcome in the school and the members of staff quickly respond to and resolve any problems. The school prospectus is detailed and provides the full range of legally required information. Information on sex education is limited but a recently adopted policy by the Governing Body will help to clarify the issue. An excellent range of school produced booklets and information sheets supplement the school prospectus on a wide range of topics such as approach to teaching reading, home activities for pupils in all years and national tests, in order that parents may be fully informed. Every class teacher provides detailed information on topics to be studied at the beginning of each term in order that parents may support their children's learning if they wish. The expected standard of pupil behaviour and regular attendance at school is very clearly outlined for parents and included in the home/school partnership agreement. Regular and very informative newsletters and letters provide detailed information and advice on procedures, school events, visits, assemblies and productions.
41. Good opportunities are provided for parental involvement in pupils' learning through a range of information evenings with accompanying literature, the home/school reading diaries, home/school mathematics activities scheme, leaflets on home activities to support learning for all pupils and information sheets on topics to be studied each term. Formal information and consultation evenings are held each term and informal access is encouraged. Annual pupil reports are adequate and meet statutory requirements but there is limited inclusion of targets for each pupil. Induction arrangements for new pupils and their parents are very thorough. Similarly, parents are well-informed about transfer arrangements to junior school. Parents are fully involved when pupils are identified as having special educational needs and have regular formal and informal opportunities to discuss pupils' progress.
42. The annual governors' report to parents does not fully meet statutory requirements. There is insufficient information on pupils' attendance and the report does not provide information on the schools' progress in addressing the issues of the previous inspection report.
43. There are regular opportunities for parents to come into school for events and assemblies such as the Harvest celebration and the termly year group assemblies. A number of parents help regularly in the school, both within the classroom and on school visits, having received detailed and informative leaflets on how to support pupils' learning.
44. Fundraising events are held each year in order to extend and enhance resource provision. At many of these fundraising events some of the money raised is donated to charity. Charities supported have included both local organisations such as a children's hospital and national and international organisations such as the Royal National Lifeboat Institution and Romanian Children in Distress. Very considerable regular amounts of money are raised through the school's bookshop, which is run by volunteers and which is very well supported by parents and pupils. Monies raised are used to extend the range of book provision within the school. Very good use is made of commercial voucher schemes from which the school may benefit and which provide access to curriculum related places of interest, computer software and

resources for mathematics.

45. Very strong community links such as with the community police and fire service, enable a wide range of curriculum-linked activities to take place. At the Harvest celebration residents of a local home for the elderly are invited to the school and at Christmas Year 2 pupils sing carols at the home. Immediate neighbours of the school are always invited to all school events to which there is a good response. Year 2 pupils enter an annual local Arts Festival and poetry readers and theatre groups visit the school. Links with local businesses and employers are under-developed but an initiative currently being developed in partnership with other schools, the local authority and a local supermarket may provide opportunities to enhance the curriculum.

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

### **Leadership and management**

46. The head teacher provides very good leadership and gives a clear direction for the work of the school. A number of improvements since the previous inspection have been accomplished. A programme of in-service training for teachers on child development, different teaching styles and strategies have been carried out. This has improved greatly the overall quality of teaching. Initiatives concerned with monitoring have been introduced and implemented. Curriculum and lesson planning is monitored during the autumn term, pupils' work is monitored during the spring and teaching is monitored during the summer. However, information indicating specific weaknesses in teaching gathered from monitoring of lessons is not acted upon sufficiently to improve the quality of lessons even further. Strengths in teaching are not often shared so that all teachers can improve their teaching. Overall the above initiatives have enabled pupils to make good progress and aspects that need developing are addressed. The pace of change has been introduced at an appropriate rate to enable understanding from the staff of the school.
47. Since the previous inspection the school has been re-organised from a first school into an infant school. As a result the budget was cut and the number of staff had to be reduced. This was not easy for the head teacher to manage but, to her credit, it was accomplished with no lasting detrimental effects to the school. The existing members of staff have a positive view about their work and morale is high.
48. The school development plan is very carefully constructed and results from questionnaires completed by all personnel employed at the school including teachers, classroom assistants, midday assistants and cleaners. Evidence is gathered for the head teacher and staff to decide on the initiatives to be included in the plan. This is not based sufficiently on objective evidence to identify weaker areas in the curriculum in order to raise standards year on year. Although pupils' work is monitored there is no means of identifying aspects of the curriculum where there is a significant lack of knowledge, skills and understanding. For example, where assessment records do not provide sufficient evidence to detect significant weaknesses, samples of pupils are not interviewed to make judgements on the most common weaknesses.
49. Although pupils' answers in the national tests are analysed for areas of weakness the results are not used fully when the school development plan is being constructed. The school

identifies broad areas for development. For example, writing and reading comprehension have been highlighted as areas for improvement but specific weaknesses in writing and strategies for improving the pupils' comprehension when reading have not been isolated for attention by teachers.

50. Co-ordinators are allocated subject responsibilities in which they have an interest. They produce an annual audit of needs which provides possible initiatives for the school development plan. Co-ordinators monitor the teachers' planning to check coverage of the scheme of work, monitor pupils' work to ensure that standards are maintained or improved and monitor teaching. Written constructive criticisms are provided whenever lessons are observed so that improvements can be effected. There is a pleasing sense of openness amongst the teachers that provides a healthy climate for improvement. Special educational needs are managed very effectively by the co-ordinator. The special needs code of practice is complied with completely and pupils have very appropriate individual education plans.
51. The governing body is very supportive of the work of the school and works hard on its behalf. Governors are kept very well informed and, for example, discuss and compare aspects of the annual national test results. Governors visit classrooms to acquaint themselves with teaching and learning practices. Although they are not directly involved in formulating the school development plan they keep themselves informed of its progress on a regular basis. They monitor the health and safety aspects of the school premises and appropriately use parents with relevant expertise to assist in this process. However, the teacher governor has the responsibility for the school's health and safety and at the same time is the staff's health and safety representative. This is not good practice because, as a governor she has the responsibility of overseeing her own work as health and safety representative. Each governor has a responsibility for a subject and one governor has a responsibility for special educational needs. Governors attend training courses regularly to improve their oversight of the work of the school.
52. The school's aims are met fully, although there is no aim to ensure that pupils make the maximum progress of which they are capable.
53. All legal requirements are satisfied with the exception of including details of authorised and unauthorised absences in the annual governors' report to parents as well as not reporting the school's progress in addressing the issues arising from the previous inspection report.

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

54. The school is staffed with an appropriate number of teachers most of whom are very experienced and all qualified to teach young children and cover the National Curriculum. The very experienced members of staff are complemented by the recent appointment of two newly qualified teachers. Teachers are well deployed to make good use of their training and experiences. Classroom assistants support the teachers in the classroom well and have a good

impact on pupils' progress. All members of staff have clear and appropriate job descriptions.

Good arrangements are in place to induct new staff to the school; in addition good arrangements, including mentoring, are in place to support the newly qualified teachers. Professional development is very good and is a significant feature of the school. The co-ordinator for staff development and the head teacher plan the programme of training very effectively. Priority has been given to the action plan produced after the last inspection of the school and to areas identified in the school development plan. In response to a Key Issue in the last inspection report much staff development has focused on the management of learning and the positive benefits of this are observable in lessons. Appraisal arrangements are currently suspended. Classroom assistants are well deployed and have a very positive impact on pupils' learning. Good use is made of students in training and a learning support assistant supports effectively the integration of a physically disabled pupil. The school administration officer is effective and very efficient.

55. The school building is attractive and interesting. It has many features which the school uses well to support pupils' learning including spacious classrooms, small additional rooms and interesting corridors. Accommodation is adequate to teach the National Curriculum, the ample grounds are used well and the members of staff are skilled at obtaining the best from the good accommodation. The appearance of the school is enhanced greatly by a good and hard-working caretaker and by very good quality displays of pupils' work. A key issue in the last inspection report was the inappropriate accommodation for pupils who are under five. This was quickly and successfully addressed. These pupils are now in a different part of the school in good-sized classrooms with the facilities required for the successful education of under-fives. However, these pupils have no secure outside space where they can engage in creative play and this is unsatisfactory and remains a weakness.
56. The school is well resourced in all areas of the curriculum. Classrooms have good resources for learning including a good range of books. There are numerous balls, bean bags and other resources for the under-5 pupils to develop good physical skills. Resources for teaching the literacy and numeracy strategies throughout the school are good. There are good resources for information technology; all classes have at least one up-to-date computer and software is of good quality. This has a positive impact on the standards of pupils' work and on their progress.

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

57. The financial aspects of the school are very well planned. Money is allocated sensibly and the school budget is effectively monitored using printouts from the local education authority. The head teacher and the school's administrative officer use these to look for anomalies. Through no fault of its own, the school is still managing the day-to-day running of the school budget by hand. The local education authority has not yet provided the necessary training to run a computerised system and the amount of time needed to record the various transactions is too great compared with schools that use information technology systems. The printouts from the local authority are used effectively by the governors' finance committee to monitor the budget as a double check on the school's expenditure.
58. The local authority's audit services last reported in May 1997 and the report indicated that the financial systems were well organised. Only one recommendation was made as a result

of the audit and this has been addressed appropriately.

59. The allocation of the special educational needs element of the budget is used wisely enabling pupils to make good progress. In addition to the school budget, the school receives other funding through the government's Grant for Educational Support and Training. This is spent appropriately on curriculum and staff training.
60. Subject co-ordinators are allocated responsibilities in areas of the curriculum in which they have expertise and an interest. This motivates them effectively and results in an efficient approach to developing the subjects. Teachers are well deployed and teach age groups to which they are well suited. Expenditure on classroom assistants is below the national average. The number employed by the school has been reduced in recent years owing to constraints on the budget and overall this has not had a beneficial effect on the pupils' progress. Classroom assistants work hard and are used effectively during lessons to support groups of pupils. However, occasionally there is insufficient briefing by the class teacher and this results in incorrect practices by pupils. For example, in an art lesson the classroom assistant had not been briefed about appropriate ways that pupils should use a brush and their poor practices were not corrected.
61. The school accommodation is used effectively overall. The music room is used for music lessons, educational television programmes and for occasions when pupils sit in a circle to discuss issues. The school hall is used for physical education lessons, drama and collective acts of worship. However, the school library is not used sufficiently to foster the pupils' library skills or to promote independent research. There is a room for special educational needs which is used for providing extra support for small groups of pupils withdrawn from the classroom. It is also used sensibly for adult educational meetings. The school grounds are used effectively, particularly during the summer months, when a garden plot is used to provide pupils with practical experience in growing plants. The spinney and mini-beast areas are also used appropriately in science lessons.
62. As a result of one of the recommendations arising from the previous inspection the school has relocated the teaching area for the under fives. This has provided more suitable accommodation for these children which allows them more scope for practical learning experiences that enable them to develop understanding and skills through play activities. However, these pupils do not yet have an enclosed and safe outside area for them to play and develop their physical skills which is close to the classroom.
63. Resources for learning are used effectively and this has a good impact on pupils' progress. There is a good range of books that are used appropriately to enhance reading skills. The resources are easily accessible and the storage areas are kept in an orderly fashion so that pupils can use them whenever necessary.
64. Taking into account the overall sound attainment and good progress of pupils, the good provision for pupils' attitudes, behaviour and personal development as well as the good quality of education provided, the school provides good value for money. This represents an improvement in value since the previous inspection.

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

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

65. Children are admitted into the reception year at the beginning of the academic year in which they become five and at the time of the inspection a substantial proportion were very young four year olds. Children's attainment on entry to the school is below national expectations. By the age of five most will have achieved and some children will have exceeded national expectations in the desirable outcomes specified in national guidance and all children make good progress. The curriculum for the under-fives is provided through a mixture of well-planned adult-led structured learning experiences and free play.
66. At the time of the inspection all of the children were well settled into school. They enter school happily and confidently and show a secure understanding of classroom and school routines. They are attentive during class and group activities and discussions and follow instructions without difficulty. They relate well to both the adults who work with them and each other. Their behaviour is consistently good. They are polite and helpful and show a good understanding of right and wrong. They are able to line up sensibly when required. In their play they take turns, share resources and show care for the needs of others. They are interested in and enjoy all the activities provided, are able to make choices about what they would do and show good concentration and perseverance in everything they do whether self-chosen or adult-directed. They put resources away and tidy their classrooms well at the end of sessions.
67. Children's attainment in language and literacy is satisfactory and they make good progress. They listen well to their teachers, the support staff who work with them and each other and are able to follow instructions. They join in confidently with familiar rhymes, songs and story refrains and participate in whole-class and group discussions confidently. They talk about their ideas confidently in a range of formal and informal situations. They listen to a range of stories and poetry and can talk about the content of stories they are becoming familiar with. The majority of children have made a good start in learning to read. They handle books correctly and frequently choose to 'read' in free choice activities. They are beginning to understand that print is read from left to right and from top to bottom of a page. They are learning the shape and sound of individual letters. Children are introduced to reading through a structured reading scheme but are also able to take home a range of books daily to share with their parents. They are learning how to form letters correctly and most can write their names accurately. Some children can read a number of words from memory and copy words and letters neatly and correctly. The quality of literacy teaching is good. Children are encouraged to talk and their responses to questions are valued. This helps to raise the children's self-esteem and has a good impact on their progress. Good attention is paid to enabling children to recognise rhyming words and this results in quicker acquisition of phonic skills.
68. Children's attainment in mathematics is satisfactory and they make good progress. Most can count and order numbers up to ten and recognise and write numerals up to five, including zero. They can count forwards and backwards and are beginning to do simple mental number operations when finding one more than or one less than. They can make simple sequential patterns and sort and order objects according to colour and shape. They have a sound understanding of one-to-one match as when they prepared correct table settings as part of

their domestic play. They use counting apparatus appropriately when necessary. They recognise common two-dimensional shapes such as squares, circles and triangles. They are beginning to understand how information can be represented graphically. They use number counts and observe pattern spontaneously as part of their play. They are able to use mathematical language appropriately to talk about their experiences. The quality of teaching in mathematics is good. Teachers use well-chosen strategies to meet the needs of the children. A range of activities is used to enable pupils to develop knowledge, skills and understanding of number. For example, one teacher planned a variety of activities that matched children's requirements: one group of children sorted objects into groups of threes, another group was learning to count using real items, a group of higher attaining children was practising counting in threes whilst others were adding low numbers together.

69. Children's knowledge and understanding of the world are satisfactory and they make good progress. They are able to talk confidently and enthusiastically about past and present events and significant people and places in their own lives. In work relating to themselves as babies they were beginning to understand the difference between past and present. In role-play they showed a growing awareness of other people's roles. They are beginning to understand the purpose of a map in relation to a familiar space. They ask questions and solve simple problems when using a variety of materials to make models of things familiar to them. They use computer programmes to support their learning without adult assistance. They are developing their knowledge of living things and seasonal change. They are able to use a variety of equipment purposefully and safely. Again, the teaching is good. Teachers provide clear explanations and encourage children to make predictions. They use praise very effectively to motivate and encourage children and use resources very productively. For instance, when children were learning about the different seasons of the year, the teacher used illustrated books, sticky buds, conkers, photographs and autumn leaves to enable children to make good progress in understanding the differences between the four seasons.
70. Attainment in creative development is satisfactory and they make good progress. They hear a wide range of well-chosen stories and rhymes to stimulate their imagination and make reflective responses. Children are developing their skills using paint and other media confidently to express their ideas and feelings. They use a variety of simple tools such as scissors with care and accuracy. They explore colour, shape and form and are developing imaginative responses. They join in singing games and rhymes with evident enjoyment and recall words and tunes well. They have sustained opportunities for imaginative play with small world toys and role-play that they enjoy. In dance they listen and respond to music and can reproduce the movements of animals appropriately. The quality of teaching to develop the children's creativity is good. A very clear focus is made on the safety elements of lessons. For example, teachers give clear instructions on the safe way to use scissors and hole punches and this allows them to provide a range of activities that develop their practical skills. Teachers combine activities effectively and teach children songs which enable knowledge of numbers to develop.
71. Children's attainment in physical development is satisfactory and they make good progress. In PE they are able to control their movements and use space well. They can balance on different apparatus and jump off and land safely and with control. They play safely on wheeled toys. They follow instructions and are developing a sound understanding of positional language. They are beginning to be aware of the effects of both their own and others' actions in controlling equipment successfully. They are developing satisfactory

manipulative skills through using a variety of hand-held tools such as pencils, crayons, markers and scissors. They use pencils appropriately making sound progress in forming letters and numbers correctly. They use a range of construction materials, small world apparatus and jigsaws and are able to build and join pieces with ease. Teachers provide good challenges during physical education lessons and have good teaching qualities. There is a good liaison between the teacher and classroom assistant that enables the focus of lessons to be reinforced frequently. The classroom assistant is aware fully of the aims of the lesson and takes every opportunity to encourage children to move in different ways and to make interesting shapes with their bodies. This has a good impact on the children's progress in physical development.

72. Teaching for the under-fives is good overall with examples of very good teaching. A range of teaching approaches is used that enhance the learning opportunities provided. The joint planning undertaken by the teachers and the support staff and their close working relationships makes a positive contribution to the good progress of the reception year children. Baseline assessment is used to inform both pupil groupings and subsequent planned activities. In addition children's progress is effectively tracked through both informal observations and regular checking of progress against a wide range of set targets, including those relating to literacy and numeracy. Long-, medium- and short-term planning are well established in all the under-fives provision. Adult-led activities are planned with clear learning objectives and these contribute to the good progress made by the children. However, free play opportunities are not included in daily planning nor are learning objectives clearly identified and this makes it difficult for adults to participate or intervene to ensure that learning is taking place.
73. The provision for the under-fives provides all the children with the opportunity to make a good start to their education. There is a wide range of books and equipment to support teaching and learning. Classrooms are well organised and provide a stimulating environment to promote learning. Good use is made of focused displays to stimulate children's interests and to support learning. Resources are accessible and children's independence is appropriately fostered through regular opportunities to make some choices about their activity. At present there is no secure outside play area for the under-fives and therefore they can only have outdoor play when it can be fully supervised. During the period of the inspection outdoor play focused primarily upon gross motor play with wheeled toys. The range of planned learning experiences, particularly those relating to knowledge and understanding of the world, would be enhanced by the provision of a secure outdoor area.
74. The under-fives co-ordinator has good subject knowledge and is enthusiastic about and committed to the under-fives. There is a good curriculum policy in place supported by clear guidance. These take full account of the government's guidance on provision for under fives as well as the relationship between this and the National Curriculum. There is also a detailed policy for induction. These are regularly reviewed by the co-ordinator. Relationships with parents were observed to be very good.

## **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

### **English**

75. Attainment in English overall is satisfactory and during the lessons observed pupils made good progress. In the 1999 annual assessment tests the percentage of pupils reaching national expectations or above in reading was close to the national average as was also the percentage of pupils achieving higher levels. In writing the percentage of pupils reaching what is expected nationally or above was close to the national average. The percentage of pupils reaching higher levels was also close to the national average. Taking the three previous years 1996 to 1998 together the performance of pupils in reading and writing was close to the national average. A comparison of the school's performance with schools with pupils from a similar background indicate that pupils' performance in the reading tests was below average whilst their performance in the writing tasks was well below average. Taking the years 1996 to 1998 together, the performance of girls in reading was well above the national average and in writing was above the national average. Over the same period the performance of boys in both reading and writing was close to the national average. The school is aware of the disparity between the performance of boys and girls in English and has taken planned action to improve the performance of boys in reading and writing. In the lessons observed and in a scrutiny of pupils' work during the period of the inspection there was no observable difference between the performance of boys and girls. On the evidence of lessons observed, a scrutiny of work and listening to pupils read standards this year are likely to be broadly in line with national expectations.
76. The school had a number of weaknesses in English at the time of the previous inspection. Teachers relied too much on undemanding work sheets for pupils to complete that required little thought from them. The range of activities in English lessons was also too narrow. Higher attaining pupils were not sufficiently extended in reading. Teachers have worked hard and all of these deficiencies have been rectified successfully. Standards have been improved shown by the greater proportion of pupils achieving higher levels in the annual assessment tests.
77. The school has implemented the literacy hour successfully as part of the National Literacy Strategy and, within the context of its own policy, has adopted the literacy framework as its scheme of work. This is making a significant contribution to raising standards.
78. Throughout the key stage pupils with special educational needs make good progress and the provision made to meet their needs is appropriate. Teaching is carefully linked to individual education plans, the setting of precise targets and well-matched learning materials contribute to their success.
79. Standards in speaking and listening are satisfactory. Pupils listen attentively to teachers and other adults and make appropriate responses. They are eager to participate in whole-class and group discussion and express themselves confidently. They show sensitivity to the needs and ideas of others when making responses.
80. In both Year 1 and Year 2 priority is given to reading and associated activities such as phonic teaching and spelling. Pupils listen to a variety of stories, poetry and rhymes attentively and

respond appropriately to questions about plot, events, characters, meaning and personal response. This was particularly noticeable in whole-class shared reading and guided reading activities. By the end of the key stage the majority of pupils are able to predict likely outcomes, empathise with events and characters and understand the central meaning of stories or text extracts read and heard. They understand the purpose of punctuation in written texts. They use dictionaries appropriately. They treat books with care and were observed to read for pleasure when opportunities were given. All pupils take home graded 'home readers', selected by teachers, to practise their reading with family members. Each pupil has a home/school reading diary and teachers regularly monitor these. By the end of Year 2 the majority of pupils read a variety of texts fluently and with enjoyment. They use a range of linguistic terms with understanding when discussing texts and have a sound understanding of syntax and grammar. They can scan pages for information accurately and select it appropriately in order to answer comprehension questions. Pupils enjoy reading.

81. By the end of the key stage the higher attaining readers use a variety of strategies to decipher unfamiliar words including word recognition, phonics, context and spoken language skills. By the end of Year 2 most pupils have a satisfactory knowledge of non-fiction texts and are developing a sound understanding of study skills. Teachers listen to pupils read regularly. Classroom assistants and teachers keep careful records identifying progress. All pupils are systematically taught phonics. In Year 1 most pupils display good knowledge of initial letter sounds and their attempts to write unfamiliar words show phonic regularity. In Year 2 they showed a sound development in their knowledge of a steadily increasing sight vocabulary. Pupils learn spellings weekly based on the literacy key word lists and the reading scheme and are tested weekly. Spellings are well chosen to exemplify spelling patterns as well as helping pupils to learn and write words that occur in other curriculum areas.
82. Handwriting is taught regularly and systematically throughout the school. In Year 2 pupils are taught to join letters. All pupils write carefully and present their work well in handwriting practice and when writing finished pieces of work. By the end of the key stage the majority of pupils' can form letters correctly with consistent size using a cursive style.
83. Pupils write for a variety of purposes including imaginative fiction, personal writing, poetry, reports, factual accounts, letters, lists, note-taking and labelling and for a variety of audiences. The content of their writing is satisfactory overall. By the end of Year 1 pupils show a sound understanding of full stops and capital letters in their writing. By the end of Year 2 most pupils write with relevant content using appropriate punctuation and have a good understanding of dictionaries and thesauri. In Year 2 pupils are learning how to plan, draft and edit written work and produce a finished copy. By the end of the key stage most pupils use their phonic knowledge to assist them in writing words and basic sight and monosyllabic words are usually spelt either correctly or are phonically acceptable. They are very ready to try out new words.
84. Pupils' attitudes to learning are very good in both Year 1 and Year 2. They are well behaved and always apply themselves with good concentration, purpose and interest to any tasks they are set even when not directly supervised. Their response in the English lessons observed was always positive and lively.

85. Overall the quality of teaching is good. There are also some examples of very good lessons. All teachers have a good understanding of the subject. Long-, medium- and short-term planning takes full account of the National Curriculum programmes of study and the Literacy Framework and clear and appropriate learning objectives in lessons are identified. Teachers assess pupils' progress against specified targets regularly and this is used to inform pupil grouping and differentiation of work and activities. Lessons are delivered with appropriate pace and are well managed and organised with a range of appropriate activities and choice of resources that maintain pupils' interest. Pupils' work is marked very regularly and is often annotated with helpful comments that pupils find useful in improving their work.
86. The school is making satisfactory progress in developing its literacy strategy and the governing body has appointed a literacy governor. Within year groups teachers are continually evaluating the effectiveness of different strategies as part of their collaborative planning. The recently appointed subject co-ordinator has good subject knowledge and is enthusiastic. Teachers are well supported by good policy and guidance documents. In addition there are portfolios of moderated work and a portfolio illustrating writing for different purposes and these provide good support for teachers. The co-ordinator monitors medium-term plans and offers advice to colleagues where it is requested. During the summer term she will have opportunities to monitor classroom literacy practice. All members of staff have received literacy training. There is an appropriate annual budget allocated to English and resources for literacy teaching are good. These are well organised and managed centrally by the co-ordinator. All classrooms have a good supply of books including home readers. There is a well-stocked, spacious and attractive central library area. However, discussion with pupils and observation throughout the period of the inspection would indicate that this is not used for class or individual study sufficiently. Consideration should be given to how the central library can be used as part of the school's commitment to the development of pupils' skills as independent learners.
87. A weekly bookshop is run voluntarily by parents and a governor who are enthusiastic and committed and this makes an important contribution to the status of literacy within the school. Profits from the bookshop have been donated to the school and these have been used to further augment the good quality and wide range of books throughout the school.

## **Mathematics**

88. The school has maintained standards in mathematics since the last inspection. At that time standards in numeracy were judged to be in line with national averages and they remain so. Results of the latest national tests in the summer of 1999 indicate attainment was slightly below average. This uncharacteristic result was a result of comprehension difficulties on the part of a number of pupils when answering the questions. Observations of lessons and a scrutiny of pupils' work show that pupils' attainments are satisfactory. By age five, the majority of pupils are attaining close to the expectations of the curriculum for young children and make good progress through Key Stage 1. A greater proportion of pupils are on course to achieve national expectations at the end of Year 2 than in the previous year so that attainment is average. The school's results in mathematics between 1996 and 1998 show an upward trend with overall results improving and indicating an increasingly higher average National Curriculum level in mathematics. The below average result in 1999 is untypical for the reasons stated above.

89. The school is implementing the National Numeracy Strategy effectively and there is a good emphasis on number work throughout the school. In Year 1 and 2 pupils can undertake simple mental arithmetic accurately such as '10 take away 6' and '2 more than 18'. They can count-on and backwards and use simple number bonds. Pupils are beginning to understand aspects of fractions and most know simple facts, for example, that halves of the same items are always equal. They understand the basic operation of analogue time and can sort, match and collect and record information, for example, in a survey of the preferred fillings for sandwiches they produced a bar chart. In Year 2 lessons pupils are demonstrating a good understanding of place value and can compare and order numbers including ordinal numbers.
90. Attainment on entry is below average, but after a good start in Reception classes pupils make good progress through Key Stage 1 and acquire greater understanding of mathematics. Numeracy hour activities build on good practical experiences and skills and understanding are developed and consolidated. Pupils use previous learning well, for example in a lesson where they used good knowledge of numbers to order accurately.
91. Pupils' attitudes towards mathematics are good. They respond well to the teacher's input and show enjoyment in their increasing mathematical knowledge and understanding. They work well together in small groups and readily help each other when possible. Pupils' levels of concentration are good and they usually remain working at their tasks. They willingly answer questions and are confident in attempting to find solutions to problems. Relationships are very good between teachers and pupils in mathematics lessons.
92. The quality of teaching in mathematics is sound overall. A considerable number of lessons seen had teaching which was good or very good. This represents a considerable improvement since the last inspection when teaching in maths was judged to be generally unsatisfactory. Teachers now use a range of appropriate methods including information technology and they manage and organise lessons in such a way that the majority of pupils are always fully employed with the tasks set. Practical work is used to good effect; pupils undertake fairly challenging investigative work and both able pupils and pupils with special educational needs are presented with appropriate tasks. The balance of pupils consolidating work and being presented with new work is now good.
93. Teachers' planning of mathematics lessons is generally very good. They identify clear learning objectives and usually set a good level of expectation. Planning includes notes on teaching strategies, resources, evaluation and assessment opportunities. Thorough, focused teaching sessions to the whole class and plenary sessions are a strong feature of most mathematics lessons. Teachers' questioning of pupils and their subject knowledge is good. Pupils are well managed and careful thought is given to the choice of activity and methods to suit pupils' learning needs. Classroom assistants are used effectively to support pupils in group work.

94. The subject fully meets the requirements of the National Curriculum and the Numeracy Strategy. It is very well managed by the subject co-ordinator who has a clear understanding of the issues within the subject, provides good guidance to colleagues and has produced a range of data which provides a useful analysis of pupils' progress and attainment over time.
95. The quality and range of resources for mathematics is good and supports pupils' learning. Resources are readily accessible in classrooms. The subject contributes very effectively to the school's aims and the quality of education provided.

## **Science**

96. Assessments carried out by teachers in 1999 show that the percentage of pupils attaining national expectations in science are just below average. However, the proportion of pupils attaining higher levels is broadly in line with the national average. The findings of the inspection show an improvement over the previous year's assessments. The standards at the end of Key Stage 1 meet national expectations overall. This matches the overall level of attainment in the last inspection.
97. At the end of Key Stage 1 pupils know that a number of materials change when they are heated or cooled. For example, they know that bread, wax and ice all change when heated and that some of these changes are reversible when the materials are cooled again. They are able to describe the structure of an egg and name the common bones in a human skeleton. Pupils construct an electrical circuit successfully using bulbs, lights, wires and batteries. They are very aware of the dangers of electricity such as the pitfalls connected with electricity pylons and the hazards of switching on lights with wet hands. They know that when light cannot pass through objects shadows are cast and pupils can name a wide variety of different sources of light.
98. Pupils make satisfactory progress in science. When pupils start work on the National Curriculum in Year 1 their attainments are average when compared with what is expected nationally. Their sound progress enables them to meet national expectations by the end of the key stage. Plenary sessions at the end of science lessons enable pupils to consolidate their knowledge and understanding. Teachers encourage pupils to overcome practical difficulties through trial and error and this has a good impact on their progress. For example, in a good Year 2 lesson, pupils were constructing electrical circuits and when difficulties were encountered they were persuaded to find their own solutions. When successful answers were found due to their own efforts pupils made firm gains in their learning. Higher attaining pupils make satisfactory progress due to challenging work planned for them that extends their knowledge, skills and understanding. Pupils with special educational needs, particularly the younger ones, are well supported by classroom assistants and this enables good progress to be made.
99. Pupils' response to science lessons is good. They listen to instructions carefully and settle down to work quickly and quietly. They are interested in the science activities planned for them and particularly enjoy practical and investigative work. Pupils work together successfully in pairs or small groups. They are encouraged to help each other sensibly and co-operate well. This has a good impact on their social development. When Year 1 pupils occasionally sit for too long during a whole class session, they become restless and lose

concentration and this does not foster their progress.

100. The quality of teaching in science is satisfactory. Lessons are planned well with a clear focus so that teachers know exactly what they want pupils to achieve by the end of the lesson. Teachers manage the behaviour of pupils very competently resulting in an atmosphere of concentration and hard work. Teachers help pupils to understand new scientific ideas using good strategies. For example, when pupils learn about electrical circuits they are asked to sit in a circle and hold hands. One pupil is asked to squeeze the hand of the adjacent person and the squeeze is passed round the circle until it arrives at the place where it started. This demonstrated very clearly to the pupils how electricity can only flow when all parts of a circuit are connected. Sometimes lessons proceed at too slow a pace and pupils become restless as a result and lose interest, particularly when they have to sit for long periods on the floor. Schools' television programmes are used appropriately to assist the pupils' understanding and teachers provide an effective review of the content so that pupils' knowledge and understanding can be consolidated. This has a good impact on the pupils' progress.
101. The science co-ordinator works hard and has made good in-roads into developing the science curriculum. Monitoring procedures are systematic. The autumn term is used for comparing medium-term plans with the content of short-term plans, the spring term is for monitoring pupils' work and the summer term is for observation of science lessons. A portfolio of pupils' work has been compiled which contains appropriate examples of pupils' work representing agreed National Curriculum levels in the elements of each of the attainment targets. This is useful for teachers in deciding the levels reached by each of the pupils in the class.

### **Information technology**

102. Standards of attainment in information technology are higher than national expectations at the end of Key Stage 1. The previous report also found standards to be in line with expectations, thus standards in the subject have been maintained.
103. Pupils have good levels of control in using the mouse; they click and drag very efficiently. They use simple word processing; scrolling and changing fonts and adding and removing words in a paragraph. They use graphics programmes confidently and by the end of the key stage they choose, clear, load and re-load a programme. The higher attaining pupils can store and retrieve work. The youngest pupils are introduced to computers immediately they enter school and most know that every day technology such as tape recorders require a system of control and they are introduced appropriately to methods of operation. By the end of the key stage pupils have good information technology skills and understanding and use the subject vocabulary appropriately.
104. Progress at the time of the last inspection was sound and on occasions good. Pupils now make good progress. They consolidate their skills over a period of time and show an increasing degree of confidence and independence when using the computers in a range of settings.
105. Pupils clearly enjoy work in information technology. They behave well, handle computers sensibly and have very positive attitudes to the subject. Pupils work well together and often

help each other. They sustain interest and concentration and follow instructions well. They work for significant periods of time without direct teacher intervention or supervision.

106. The quality of teaching in information technology both in specific lessons and in the use of the subjects to support other aspects of pupils' work, for example literacy and numeracy, is good overall. Teachers use information technology competently both as a separate learning experience for pupils and in supporting other areas of the curriculum. They are knowledgeable and confident, plan lessons very well and use information technology very effectively to support particular aspects of learning, for example in literacy or to address particular pupils' needs. For example, the work of higher attaining pupils is extended or pupils with special educational needs are supported through the use of teaching programs. Teachers show an interest and enthusiasm for work on computers which in turn communicates itself to pupils. Computers are used in most lessons to maximise learning very effectively and teachers manage this very well. Most classes have only one computer and this restricts the frequency with which pupils can use them.
107. The subject fully meets the requirements of the National Curriculum and is very well managed by the subject co-ordinator who has an excellent understanding of the technical aspects of information technology and also of the opportunities it offers as a teaching and learning tool. Good support and guidance is provided to all staff and equipment is well maintained and regularly updated. The school is about to embark on the government's National Grid for Learning project which includes extra resources and opportunities for staff training.

### **Religious education**

108. Standards in religious education at the end of Key Stage 1 meet the requirements of the locally Agreed Syllabus and many pupils go further than this. Pupils have studied stories from the Bible appropriately and have a sound knowledge of the story of God's creation of the universe. Their knowledge of Old Testament stories such as the life of Joseph and the story of Ruth is satisfactory. They have a satisfactory knowledge of the events leading up to Jesus' crucifixion, including His ride into Jerusalem, the Last Supper, His arrest in the garden and the empty tomb after the crucifixion. They have a sound knowledge and understanding of aspects of religions other than Christianity. For example, they know the story of Rama and Sita and their connection with the Hindu festival of Divali. They understand the significance of the five 'K' symbols of Sikhism and have a satisfactory understanding of some of the rituals of Judaism. For example, they have an appropriate understanding of the significance of the different foods which go towards assembling a traditional Seder plate.
109. Pupils made good progress during the lessons observed. The content of stories representing different religions were revised and consolidated using a number of methods very effectively. For example, a range of coloured pictures was used in the plenary session of a religious education lesson to help pupils remember the events in the Divali story. Pupils were encouraged to act out various parts of religious stories and made simple models of artefacts connected with the stories. All such activities made learning in religious education lessons memorable and enhanced pupils' progress. Higher attaining pupils also made good progress that resulted from appropriate challenges that extended their learning. The class teacher or classroom assistant supports pupils with special educational needs very effectively.

Opportunities for pupils to sit in a circle on the floor and discuss issues such as friendship allow them to develop a good sensitivity towards others. They discuss very sensibly about quarrelling and articulate events in their own lives and this helps them to build an understanding of themselves and about the feelings of other people.

110. Pupils respond very positively to religious education lessons. They become quickly absorbed in stories from the Bible or from other religious books and thoroughly enjoy acting the tales in the classroom. They are keen to join in discussions and like answering questions. The pupils' behaviour during the lessons is very good.
111. The quality of teaching is good. Teachers use artefacts very effectively to develop the pupils' knowledge of religious education. For example, during the telling of a Sikh story a large golden sun, a model of a cobra snake and a tree branch were arranged in the centre of the circle where the pupils were sitting. This created a motivating atmosphere that promoted good concentration which was conducive to the development of pupils' knowledge and understanding. Very good relationships between the teacher and pupils promotes an atmosphere of trust which enabled pupils to have the confidence to discuss potentially difficult issues that result in a deeper understanding of themselves. For example, pupils are encouraged to discuss relationship difficulties and talk freely about how these can be resolved. Lessons are structured carefully so that pupils gain knowledge and understanding of a variety of religions which is consolidated and reinforced in a variety of ways during the course of the lesson. Pupils listen to religious stories, act them out and make representations of the main objects involved. This assists progress together with plenary sessions at the end of the lesson which teachers use to revise the content of the lesson.
112. The requirements of the locally Agreed Syllabus are met completely. This is an improvement over the last inspection when it was reported that the school placed limited emphasis on the study of faiths other than Christianity and of the cultures in which they are set. The school has very recently received the assessment manual in connection with the Agreed Syllabus and intends to start implementing its recommendations as soon as possible.

## **OTHER SUBJECTS OR COURSES**

### **Art**

113. From the small number of art lessons seen and the substantial amount of pupils' artwork displayed around the school standards of attainment in art overall are in line with national expectations at the end of Key Stage 1, although many individual pieces of work are of a very high standard.
114. Pupils use a wide range of techniques well, including painting, line drawing and collage. They are able to use the work of other artists to inform their own work, for example a Year 1 class produced representations of Picasso's 'The Tragedy' to demonstrate their own understanding and technique with colour, tone and the mood of a painting. Other pupils use sketch books effectively to improve their drawing skills. In work on colours Year 2 classes are able to produce a wide range of autumn colours by sensitive mixing of paints. Work around the school shows evidence of good craft and design, collage and work with a wide range of media.

115. Progress in art is good. Work around the school and in lessons shows that pupils build on previous learning, particularly of technique, to develop their skills and understanding.
116. Pupils' attitudes in art lessons are good. They are eager to produce work and show enjoyment in, for example, covering a large piece of paper with paint representing a range of autumn colours. They work sensibly and confidently with all media and have a good sense of standards; they can articulate why they are not happy with their work and describe how they intend to improve it.
117. The quality of teaching in art is good overall and the high quality of some individual pieces of pupil work is testament to this. Teachers organise activities well based on good planning. Preparation is good and classroom assistants are usually used effectively, although they are not always equipped with the required knowledge and skill to ensure that pupils use the correct technique. Teachers successfully use praise and reinforce pupils to ensure they have the confidence to undertake new techniques. Teachers' subject knowledge in art is good, expectations are high and the atmosphere in the art lessons seen was very positive; teachers undertake critical appraisal and pupils respond well to this form of assessment.
118. The subject is very well led by the subject co-ordinator and a good subject policy is in place. Although no formal scheme of work exists, guidelines are in place which ensure that pupils cover the main elements of the subject, have some understanding of the work of artists and crafts people and experiment with tools and techniques. Resources for the subject are adequate and of good quality.

### **Design and Technology**

119. Very few design and technology lessons were observed during the course of the inspection due to timetabling arrangements which often pair design and technology with art.
120. The evidence of lessons seen, scrutiny of pupils' work, discussions with pupils and teachers and displays around the school shows that standards of attainment are in line with national expectations at the end of Key Stage 1 and have improved since the last inspection.
121. Pupils' skills at making products are sound. They undertake work in a range of media and food technology and use construction kits to generate ideas. They have some understanding of the process of design and evaluation of their product. For example, in a Year 1 lesson pupils designed and made a simple lever mechanism using card and paper fasteners. They were able to describe why certain things worked and others did not. This lesson demonstrated good learning of techniques, for example using scissors and hole punches. It had a direct link with science, as pupils discovered at first hand that the lever would not operate if secured too tightly.
122. Progress in design and technology lessons is at least satisfactory. Pupils show increasing understanding of the part which technology plays in their lives and their fine motor skills improve as they learn new techniques and work with a range of tools and media including food technology.

123. Insufficient lessons were observed to make general conclusions about the quality of teaching. However, lessons seen and evidence from pupils' work suggest that teaching in the subject is at least satisfactory and often good. Pupils enjoy the subject, teachers' expectations are high and subject knowledge is sound. Links with other subjects, particularly science and mathematics, are very effective.

The subject is effectively led by the subject co-ordinator who has attended a range of courses and has a good understanding of the subject. Subject documentation is brief, but effective. Resources for design and technology are good, although not all classes have as yet a basic stock of appropriate tools available at all times.

## **Geography**

124. Little geography was taking place during the period of the inspection and only one lesson could be observed. Judgements are based on a scrutiny of pupils' work, work on display, discussion with pupils and the geography co-ordinator. On the basis of these, attainment and progress in geography are satisfactory.
125. In Year 1 pupils are developing their mapwork skills using the school building and can give written directions showing how to get from one part of the school to another. They are also learning about the different roles of the people who work in the school and can match adults to locations and give oral, pictorial and written descriptions about the different types of work undertaken by different people. In Year 2 pupils have extended their knowledge of the local area and their mapwork skills through mapping the route they take between home and school and through using a key. They have also done work on map reading and using co-ordinates. They have an understanding of aerial photographs as being a picture taken from above and can point out specific features such as the school. They have studied the world map and noted the different continents and have also learned about the countries of the United Kingdom. Links with an inner-city school provide opportunities for comparative study.
126. In the one lesson seen pupils' attitudes to geography were good. They listened attentively, shared knowledge and ideas in discussion and worked with good concentration when given written tasks.
127. Too few lessons were seen to comment on the standards of teaching. In the one lesson seen planning was appropriate with clear learning outcomes. Classroom organisational skills were good and work was appropriately differentiated to ensure that all pupils could make progress. Good use was made of open questions to promote pupils' participation and involvement.
128. The co-ordinator has good subject knowledge and has a clear idea of what needs to be done to support pupils' progress. Resources are good, well cared for and managed and include an outdoor school trail supported by photographs. This latter is an improvement since the last inspection when it was noted that the school grounds were under-used to support the teaching of geography. The co-ordinator monitors short-term planning and provides support to other teachers through school-based inset and on-going advice when appropriate. She monitors classroom practice during each summer term and teachers receive feedback.
129. The teaching of mapwork contributes to pupils' numeracy skills and written tasks contribute

to their literacy skills.

## **History**

130. During the period of the inspection it was only possible to observe a small number of history lessons. On the basis of these, a scrutiny of pupils' work and work on display, and discussion with the co-ordinator, attainment in history is satisfactory and pupils make sound progress.
131. Pupils in Year 1 develop a sound understanding of the recent past through reflection on their own and their parents' lives. They are learning to make comparisons between artefacts from the past and present and to use these to make hypotheses. For example they had looked at household appliances in the 1930s and compared them with those used in their own homes. In Year 2 pupils learn about the past through a study of family history and a study of the history of the school and what going to school was like for children in years past. The use of artefacts contributes to their understanding. They are aware of some of the key people and events in times past. For example, during the inspection, prior to the school assembly for Armistice Day, pupils were able to talk about why this act of remembrance was held with understanding. In both year groups good use was made of time lines to support the pupils' understanding of chronology. Pupils are able to remember knowledge from previous lessons and use this successfully to support new learning. They are able to record their findings both pictorially and in written accounts.
132. Pupils are interested and involved in history lessons. They listen well and are keen to offer ideas and suggestions in discussions. They are well motivated and support each other well. They apply themselves to set tasks with good concentration and complete work within the given time scale. Presentation of work is usually good.
133. In the few lessons observed teaching was always good. Teachers had good subject knowledge and planned effectively with clear learning targets. Lessons were well organised and managed and a variety of appropriate strategies were used to engage pupils' attention and interest.
134. The recently appointed co-ordinator is knowledgeable and enthusiastic about her role and is well supported by the previous co-ordinator. There is a clear policy and scheme of work in place and this is due to be revised in the spring term 2000. The co-ordinator monitors planning to ensure that programmes of study are followed appropriately. She also provides advice and support to colleagues when required. Classroom practice is monitored during the summer term and feedback is given to teachers.. There is a portfolio of work to provide further support and guidance to teachers. The co-ordinator has audited resources and the subject is well resourced including a range of artefacts and reference books to support different historical themes. Parents and the local community provide additional resources that contribute to pupils' knowledge and understanding. For example, the written accounts and photographs by parents and others of what school was like when they were young made a meaningful contribution to the pupils' understanding of change and continuity in the lessons observed. Good use is made of visits to museums and other places of historical interest and visitors to the school to stimulate learning and foster empathy.
135. The work done by pupils in history makes a sound contribution to the development of literacy and numeracy skills.

## Music

136. Pupils' levels of attainment at the end of Key Stage 1 are in line with national expectations. They sing a variety of songs and recognise that music has different moods. Some pupils have difficulty singing in tune but they sing confidently and with a good sense of pulse. They read conventionally written music and recognise that minims are worth two beats and crotchets a single beat. They play simple tunes using descant recorders and use appropriate strength to avoid over-blowing.
137. Pupils make good progress in music. They develop a good sense of pulse through listening to recorded music and clapping to the beat. They build a knowledge of dynamics resulting from frequent opportunities to listen to songs followed by guided discussions about the loudness or softness with which specific phrases should be sung. For example, they decide to sing 'Welcome Rama, welcome home' using loud voices because of the joyous nature of the situation. They make good progress in recognising the different moods of music and develop understanding of the different emotions evoked by disparate pieces of instrumental music. They learn to play the descant recorder and make good progress in reading music.
138. The response to music lessons is one of enjoyment. Pupils are interested in listening to and appraising music and listen very attentively. Pupils behave well throughout the lesson but some become restless when they are inactive for too long. They become absorbed in the stories associated with the music and listen carefully to the teacher. They thoroughly enjoy competitive activities such as singing songs like 'I can do anything better than you' in two groups. They answer questions about music eagerly and are keen to contribute their ideas during class discussions.
139. The quality of teaching is good overall but varies from very good to satisfactory. Lesson planning is usually detailed and teachers adopt the good practice of pinning the learning objectives on the wall so that pupils are aware of them. This provides a good focus for the lesson and pupils make good progress as a result of high expectations in the planning which are accomplished by the pupils. Teachers value each pupil's contributions. This helps to raise the children's self-esteem with a resulting good impact on their progress. Teachers have a good subject knowledge and are very aware of the content of the National Curriculum. The learning objectives of the lesson are sensibly used as criteria for assessing the achievements of the pupils. Teachers note these achievements on appropriate record sheets at the end of the lesson and these are used to help plan appropriate work for future music lessons. The school uses a specialist class music teacher from the local authority's music centre to teach music to the Year 2 classes. The very good quality teaching supplied by this teacher also provides high quality in-service training for the class teacher who observes the lesson. Worthwhile experience of how to organise a good music lesson is gained in this way. Where the teaching quality is satisfactory there are a small number of weaknesses. Sometimes activities planned for part of a lesson do not enable pupils to make progress in musical knowledge, skills and understanding. For example, the class listened to a song and interpreted the words by performing appropriate actions. This did not develop the pupils' understanding of music. In other lessons the expectations of pupils are occasionally too high and the rhythms they are asked to replicate are too complicated for them to remember and perform. This results in a loss of interest and eventual restlessness.

## **Physical education**

140. The few lessons observed showed that the levels of attainment at the end of Key Stage 1 are above national expectations in gymnastics and dance. It was not possible to observe any games lessons during the week of the inspection and no judgement could be made on this element of the physical education curriculum.
141. Pupils make good progress overall. In a small number of lessons, particularly in Year 2, the progress made is very good. They make good progress in learning dances that results from very good demonstrations by the class teacher and from strong encouragement and praise whenever appropriate. This motivates pupils to try hard and to perform well. Younger Key Stage 1 pupils make satisfactory progress in developing their co-ordination and control over movements. This arises from planned activities that are repeated regularly in different ways. For example, they learn to hop on one foot and to skip satisfactorily and master moving in different directions and in different ways. They learn to move forwards, backwards, sideways and crawl 'on all fours' with their face towards the floor or the ceiling. Year 2 pupils develop confidence on gymnastic apparatus by transferring what they learn to perform on the floor safety mats to the large equipment. For example, they learn to accomplish good forward rolls on the floor and then transfer these to the top of a vaulting box.
142. Pupils' response to physical education lessons is good. They are enthusiastic and thoroughly enjoy the lessons. They relish the different challenges and are imaginative in responding to these. They work very hard during the lessons and behave well. Most younger Key Stage 1 pupils listen carefully and follow instructions accurately. They work quietly during the lessons and enjoy climbing and accepting challenges on slides. When learning new dances Year 2 pupils concentrate very successfully in order to replicate gestures and turns with good poise and balance.
143. The quality of teaching is good overall. There are examples of very good teaching in Year 2 of both dance and gymnastics. Teachers dress appropriately for physical education lessons and this provides a good example for the pupils. Lessons begin sensibly with a warm up session that allows pupils' muscles to become flexible in readiness for more strenuous exercise later in the lesson. Individual pupils are used effectively to demonstrate good practice and interesting ideas to the others. This has a good impact on pupils' progress. Teachers assess pupils' achievements and provide on-going advice on how to improve performances enabling pupils to develop their skills successfully. Teachers plan lessons well and, in some cases, research the background to the lesson content, particularly in dance sessions. For example, during a very good lesson in which pupils were taught how to perform a dance celebrating the festival of Divali, the teacher explained very carefully the meaning of the various movements. This enabled pupils to learn the dance with greater understanding and to perform with appropriate delicate hand and arm movements. This approach had a very positive impact on pupils' progress.
144. Although it was not possible to observe any games lessons, the school's scheme of work demonstrates clearly that considerable commitment is given to this aspect of physical education. During the summer term pupils are awarded certificates and badges for achievements in running, jumping, rolling, balancing and hopping.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

145. The team consisted of four inspectors who spent a total of 14 days in the school.

The inspection team:

- spent 48 hours and 55 minutes observing lessons, hearing pupils read and other inspection activities;
- attended a sample of registration sessions in the classrooms;
- attended collective acts of worship in the school hall;
- had lunch with the pupils on a small number of occasions;
- observed pupils' arrival and departure from school and break times;
- observed all teachers and support staff several times in lessons;
- held interviews with the head teacher, teaching and administrative staff;
- held a discussion with most governors;
- reviewed all the work of a representative sample of at least three pupils from each class;
- observed individual teaching sessions involving pupils with special educational needs;
- held formal discussions with support staff and helpers;
- prior to the inspection the school documents were perused carefully;
- held a meeting for parents to provide an opportunity for their views to be expressed;
- analysed the completed parents' questionnaires.

## DATA AND INDICATORS

### 152. 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	225	2	45	15

### 152. Teachers and classes

#### 153. Qualified teachers (Year R – Year 2)

Total number of qualified teachers (full-time equivalent):	9
Number of pupils per qualified teacher:	25

#### 154. Education support staff (Year R – Year 2)

Total number of education support staff:	2
Total aggregate hours worked each week:	41

### 155. Financial data

Financial year:	1998
	£
Total Income	334816
Total Expenditure	328676
Expenditure per pupil	1461
Balance brought forward from previous year	17886
Balance carried forward to next year	24027

## PARENTAL SURVEY

Number of questionnaires sent out: 225

Number of questionnaires returned: 74

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	38.9	58.3	1.4	1.4	
I would find it easy to approach the school with questions or problems to do with my child(ren)	67.6	32.4			
The school handles complaints from parents well	35.3	57.4	7.4		
The school gives me a clear understanding of what is taught	40.5	56.8		2.7	
The school keeps me well informed about my child(ren)'s progress	35.1	51.4	8.1	5.4	
The school enables my child(ren) to achieve a good standard of work	58.9	41.1			
The school encourages children to get involved in more than just their daily lessons	35.6	49.3	11.0	4.1	
I am satisfied with the work that my child(ren) is/are expected to do at home	48.6	47.3	4.1		
The school's values and attitudes have a positive effect on my child(ren)	53.4	45.2	1.4		
The school achieves high standards of good behaviour	55.4	41.9	2.7		
My child(ren) like(s) school	64.4	34.2		1.4	