

# INSPECTION REPORT

**NORTHAM ST GEORGE'S C OF E (VA)  
INFANT AND NURSERY SCHOOL**

Bideford

LEA area: Devon

Unique reference number: 113456

Headteacher: Mrs Gail Gillespie

Reporting inspector: Jane Morris  
18270

Dates of inspection: 5 - 7 March 2001

Inspection number: 189665

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery

School category: Voluntary aided

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: Jackets Lane  
Northam  
Bideford  
Devon

Postcode: EX39 1HT

Telephone number: 01237 477 262

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Appropriate authority: The governing body

Name of chair of governors: Mrs Sheila Bloomfield

Date of previous inspection: 07/10/1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18270	Jane Morris	Registered inspector	Design and technology Science	What sort of school is it? The school's results and achievements What should the school do to improve further? How well are pupils taught?
10965	Pat Edwards	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
11849	Mary Dornan	Team inspector	Physical education Foundation Stage Equal opportunities	How well is the school managed?
29371	Paul Hodson	Team inspector	Mathematics Geography History Information and communication technology Special educational needs	
21912	Mary Child	Team inspector	English Music Art and design	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Northam St George's Nursery and Infant School is a Church of England, voluntary aided school. It is smaller than the average primary school with 139 full-time and 45 part-time pupils. The number of pupils increased during the years from 1996 to 2000 but has decreased during the current year because of the falling birth rate in the area. Pupils come from private housing and a range of rented accommodation. Numbers at the school are influenced by the availability of tourist chalets and other temporary housing during the winter months. Socio-economic data suggests that the circumstances of families in the area are less favourable than the national average. Almost 20 per cent of pupils are eligible for free school meals. The school has a high proportion of pupils with special educational needs (27 per cent). Of these, 4.3 per cent have Statements of Special Educational Need. This is well above the national average. Northam St George's School is recognised by the local education authority as providing effective support for pupils with particular needs both learning and physical. Attainment on entry covers a broad range, but is generally below that seen nationally. There is a significant difference between the number of boys (106) and girls (78) especially in Year 2 which has only 31 per cent girls. There are no pupils with English as an additional language.

### **HOW GOOD THE SCHOOL IS**

St George's provides a satisfactory education for its pupils. It achieves its stated aims because governors, staff, parents and the local community share a strong commitment to creating a caring learning environment for the pupils. Standards are satisfactory and the provision for pupils with special educational needs is good. Teaching is satisfactory and pupils enjoy learning at the school. The nursery is very effective. The school's Christian ethos and the very good relationships throughout promote very positive attitudes and values amongst the pupils. The school provides satisfactory value for money.

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

- The school's aims and values reflect and effectively underpin its work.
- Pupils have very positive attitudes, enjoy school and behave well.
- The nursery provides high quality education.
- Art and its contribution to the learning environment is a strength of the school.
- The school's administrator provides very good day-to-day office management for the school.

#### **What could be improved**

- Effectiveness of planning. Existing topics lack sufficient detail to ensure pupils build on prior knowledge in all areas of the curriculum.
- Assessment strategies lack a consistent and effective approach. They are insufficiently structured to ensure that pupils always build on previous learning.
- Monitoring and evaluation of teaching and learning are underdeveloped. It lacks sufficient rigour to recognise where improvements can and need to be made in order to raise standards.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1996. Since then the school has made satisfactory progress in addressing all but one of the issues that were raised. The provision for pupils with special educational needs has undergone reorganisation. The special

educational needs co-ordinator has worked effectively with the team of support staff and teachers. This aspect of the school is now good. The learning support assistants have attended training and they provide valuable support for pupils who have diverse and specific needs. Standards in history have improved and are now satisfactory. In music standards have also improved and are now good. Teaching in the nursery has continued to be of a very high quality. Some excellent lessons seen during the inspection indicate that there has been an improvement in this area of provision. There has been steady improvement in the provision for and the teaching of information technology.

The school spent some considerable time and effort looking at schemes of work, planning and assessment following the previous inspection as was required. However, this element of the 1996 action plan has not been addressed satisfactorily. The National Literacy and Numeracy Strategies, the introduction of the Early Learning Goals for the Foundation Stage and the government produced schemes of work have not been organised into a cohesive package to ensure continuity and progression in learning across the curriculum and throughout the school.

## STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	D	C	C	C	well above average A above average B average C below average D well below average E
Writing	D	C	C	D	
Mathematics	C	D	C	C	

Standards in reading, writing and mathematics are average in comparison with schools nationally. Standards in reading improved in 1999 from below average to average. In 2000 they remained average in comparison to both similar schools and schools nationally. In writing standards also improved from below average to become average in comparison with all schools in 1999 and 2000. However, in 2000, writing fell to below average in comparison with similar schools. These results indicate that although pupils achieve the lower graded Level 2C in writing there are not so many pupils achieving the higher levels. Mathematics standards dipped in 1999 and then rose again in 2000 to become average both in comparison to schools nationally and similar schools. These results included the very high attainment of two pupils who achieved Level 4. Teachers assessed standards in science in 2000 to be above the national average and higher than those in similar schools. The standards in reading, writing and mathematics seen during the inspection are reflected in these results. Science observations indicate that standards are satisfactory at present but not as high as those indicated by the results of last year's teachers' assessments.

Children under five in the Foundation Stage make very good progress in the nursery. In the reception class they continue to work towards and achieve the Early Learning Goals but progress is less significant and standards are satisfactory at the end of the Foundation Stage.

During the inspection standards in all other subjects seen appear to be broadly typical except in art where they are good with some very good features and music where they are good. Pupils make satisfactory progress in the majority of their lessons but in physical education there are occasions when progress is insufficient. In English, writing requires further development in some important areas, notably in the development of phonic skills to improve spelling. Pupils with special educational needs make good progress. They thrive on the effective support provided by the school and volunteers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They concentrate and listen very well.
Behaviour, in and out of classrooms	Good. Behaviour in lessons is good. Pupils also behave well at lunch times and break times.
Personal development and relationships	Very good. Pupils are valued. They are willing to accept responsibility and demonstrate increasing independence.
Attendance	Satisfactory. Most pupils arrive within the time allocated for registration.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years
Lessons seen overall	Good	Satisfactory

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

Teaching is satisfactory overall. The quality is variable in both the Foundation Stage (nursery and reception) and Key Stage 1. Throughout the school it ranges from excellent to unsatisfactory. Nearly 65 per cent of lessons are good or better of which 27 per cent are very good or excellent. A small proportion, five per cent, of teaching is unsatisfactory.

In the Foundation Stage teaching is good overall. In the nursery it is of a very high standard as the teacher plans well, has high expectations, and has very good knowledge and understanding of the Foundation Stage curriculum. Key Stage 1 teaching is satisfactory. Teachers work with a large number of additional adults, both employed and voluntary who ensure that small groups are able to work on specific tasks to develop their basic skills of numeracy and literacy, particularly those with special educational needs. Teaching assistants are particularly effective in science lessons. Planning and assessment, to make the best use of this support for all pupils, is underdeveloped. Teaching of aspects of the literacy strategy also require attention to make learning more productive, particularly the development of phonic skills. Some lessons lack sufficient challenge and time is not always used effectively. Teaching of both English and mathematics is satisfactory. The work that pupils do at home contributes well to their learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is broad and balanced and relevant to the needs of the pupils. Planning for the coverage of the curriculum lacks sufficient structure.
Provision for pupils with special educational needs	Good. Effective support is given to pupils, particularly those with very specific needs, by the learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Very strong emphasis is placed on social education enabling pupils to achieve a good standard of behaviour.
How well the school cares for its pupils	Good. The school cares well for its pupils. Procedures for ensuring pupils' welfare are fully in place. Strategies for assessing pupils' academic progress are, however, underdeveloped.

The school works very well in partnership with its parents and provides them with good information. It strives to involve parents in their children's learning. Regular meetings and workshops are provided for parents. Parents are very involved and supportive of the work of the school. They encourage and support their children with their homework. Reports for the youngest reception children lack sufficient detail about their progress in relation to the Foundation Stage curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Together the headteacher and key staff are working hard to maintain the strong ethos of the school.
How well the governors fulfil their responsibilities	Satisfactory. The governing body have a good knowledge of the school and is becoming more active in moving the school forward.
The school's evaluation of its performance	Unsatisfactory. The school has not developed appropriate strategies to monitor the effectiveness of all teaching to ensure that standards are raised.
The strategic use of resources	Overall satisfactory. Monitoring of the impact of spending decisions on standards is effective.

The resources for learning are generally sufficient. Those for art are good and for special educational needs are very good. They are easily accessible and well presented. The accommodation is adequate and good use is made of the available space including the

adaptation of some areas to provide additional community use. The food technology area is underused. Support staff are very well trained to aid those pupils with very specific needs.

The school achieves its stated aims very well by providing a caring and supportive community where pupils feel valued. Relationships throughout the school are very good. The quality of leadership and management are satisfactory overall. Governors play an active and supportive role in the work of the school. The school has rightly identified the areas it wishes to monitor closely through the school development plan, but the effectiveness of the monitoring is unsatisfactory. Not all subject co-ordinators have developed an appropriate role in order to develop and raise standards in their subjects. Insufficient attention is paid to scrutinising work and observing teaching and learning in order to recognise where improvements could and should be made. Attention to making sure planning and assessments are used well is underdeveloped. Lessons are not always based on the teachers' knowledge of what all pupils know and can do, and where they need to progress next in their learning. Use made of strategic resources and the way in which the governors apply the principles of best value are satisfactory. The day-to-day running of the school by its administrator and her use of the office management systems are very effective.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour is good.</li> <li>• Caring atmosphere.</li> <li>• The school is helping their children to mature.</li> <li>• Children are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• A small number of parents thought they were not well informed about their children's progress.</li> </ul>

Inspectors agree with parents' positive comments and views of the school. They support the criticism regarding the information provided on children's progress as annual reports on the youngest reception children are not based on the curriculum taught and contain insufficient information on what their children know and can do. However, the range of additional activities that the school promotes, including visits and visitors, is appropriate and contributes to the curriculum provided.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. By the time they start Year 1, children have worked towards the Early Learning Goals and most have attained the expected standards. During the Foundation Stage children make very good progress in the nursery and satisfactory progress is made in the reception class. Pupils make satisfactory progress throughout Key Stage 1 so that by the end of the key stage the results they achieve are in line with national standards in English, mathematics and science. This is a similar picture to that of the previous inspection. Since then there has been a decline in what the children are able to do as they enter the school and the school has more pupils with special educational needs. This inspection therefore reports that, overall, the school has satisfactorily maintained its standards within the changing profile of the school. Although there is a considerable difference in the number of boys and girls no significant gender issues were raised during the inspection.
2. Over the last three years the national test results at the end of Key Stage 1 in reading have shown improvement. Standards in writing rose in 1999 and were in line with the national results. In 2000 this improvement was maintained in relation to national results but when comparisons are made with similar schools standards fell to below average for those pupils achieving the higher levels of 2B and above. Standards in mathematics had been in decline from 1997 to 1999 but rose sharply in 2000. There were two pupils who achieved Level 4 at that time.
3. The 2000 teacher assessments of pupils' overall achievements in science show them to be generally above average and a significant proportion achieves higher levels. At the time of the inspection standards are in line with national expectations.
4. Pupils with special educational needs are effectively supported and they learn well. Their needs are assessed carefully and appropriate and precise targets and tasks are set. The special educational needs co-ordinator is very effective in her role. The dedication of the support staff and the volunteer helpers is recognised. Parents, volunteer helpers and representatives from the church provide valuable help with reading. There are no significant differences between the achievements of boys and girls compared to those nationally. Pupils who have very specific needs make good progress and almost every opportunity for them to work in the most productive learning situation is taken.
5. The use of numeracy skills in other subjects is effective as was seen in a science lesson when Year 1 pupils produced graphs to record their findings related to eye colour. Although some aspects of literacy are underdeveloped others are used productively. Pupils use their reading skills to research toys through the ages in a Year 1 history lesson. They practise writing for a variety of audiences in the 'flap books' made as part of a design and technology project. Teachers effectively build opportunities to use these skills into their lessons and additional adults guide pupils through their application. Pupils' progress is satisfactory overall. There are times, however, when more could be achieved by the average achieving pupils who although fully occupied and focused on their tasks are not always challenged sufficiently.
6. Standards in the foundation subjects are never less than satisfactory. They are good in music and art. Art has a valuable impact on the school environment and is a

strength of the school. Some areas of physical education need continued attention to address the decline in the overall standards since the last inspection. Standards in information technology are improving as teachers use computers with the pupils as an integral part of lessons. Governors and additional helpers also provide significant support for this subject.

7. Pupils are making satisfactory progress across all subjects. However, in English progress in the development of writing skills is less successful.

### **Pupils attitudes, values and personal development**

8. Many positive aspects of this area were highlighted in the previous report. These have been maintained and in some instances improved upon. Parents feel the school encourages pupils to develop a growing maturity and behave well.
9. Throughout the school pupils show a very keen interest and enjoyment in their work as seen in a Year 1 music lesson where pupils were exploring long and short sounds using percussion instruments. The majority of pupils including those with special educational needs persevere and show a ready willingness to complete the tasks they have been set. They work very well together in groups and as individuals.
10. Most pupils behave well in lessons. Pupils and teachers discuss class rules together. They show self discipline and are aware of how their behaviour can affect others. Behaviour at break and lunch times is good. Pupils play with care and consideration for others. No incidents of bullying were observed during the inspection.
11. The pupils show respect for each other's property and for the environment as shown by the lack of litter and vandalism in the school. There have been no exclusions in recent years.
12. Relationships are very good and there is an effective rapport between pupils and all adults working in the school. Pupils respond well to their teachers.
13. Pupils' personal development is good. They respond positively to any opportunity they are given to help with the smooth running of the school, for instance in Year 2 pupils act as register monitors for the whole school. This encourages a growing maturity and sense of responsibility. Pupils are able to use their own initiative and take responsibility for their own learning, for example pupils in Year 1 were observed measuring wind strength and direction using bubbles and a windmill in order to complete the class weather board.
14. Their level of attendance is satisfactory although below the national average. A contributing factor to the low attendance is the number of parents working in seasonal employment who are obliged to take their main holiday during term time. There has also been a large number of absences related to illness. Most pupils arrive during the time allowed for registration, allowing start of the day sessions to begin on time and continue without interruption.

### **HOW WELL ARE PUPILS TAUGHT?**

15. The quality of teaching throughout the school is variable but satisfactory overall. It is good in the Foundation Stage and satisfactory in Key Stage 1. Nearly 65 per cent of lessons seen were at least good and of these 27 per cent were very good or

excellent. Unsatisfactory teaching, five per cent, was observed in both the Foundation Stage and Key Stage 1. This overall picture of teaching is very similar to that reported during the last inspection.

16. Some examples of excellent teaching are to be seen in the nursery illustrating an improvement since the previous inspection. That inspection also reported that teachers were insecure in their subject knowledge of some aspects of music and history. These areas have been addressed and teaching is now satisfactory in history and good in music. This inspection notes that there are some aspects of teachers' subject knowledge of the National Literacy Strategy and the physical education curriculum that require further improvement.
17. Numeracy skills are taught well. Teachers are developing their expertise in information technology and this subject is effectively taught. Science is taught successfully. The small group situations, with additional adults, enable pupils to undertake 'hands on' investigations and practise their enquiry skills. No teaching was observed in art, geography or design and technology, however, the scrutiny of work and photographs indicate that art is taught to a high standard. The teaching of geography is satisfactory as it is in design and technology. There are opportunities for food technology on occasions but insufficient use is made of the food technology area.
18. In the Foundation Stage excellent teaching was evident when the teacher very effectively challenged the children during their outdoor play session. The teacher's instructions were very clear and the children knew exactly what to do and what was expected of them. The teaching assistant made an outstanding contribution to this lesson. During a session related to developing children's knowledge and understanding of the world, teaching was very good. Opportunities were provided so that the children could work in very small groups to investigate using their senses. They recorded their findings independently having explored a 'feely box'. They observed daffodils very closely and listened intently to a sound game with the teaching assistant as well as exhibiting some independence in a 'match the sound to the instrument' game.
19. High quality teaching in Key Stage 1 has notable features that have a positive impact on pupils' learning. This is when the teacher explains clearly what the pupils are going to learn and then reviews what they have discovered with them as in a Year 2 lesson about colour in the environment. Pupils confidently explained what happened when they experimented with coloured acetates and spinners. Very good subject knowledge of the teacher enabled a Year 1 class to make considerable progress as they enjoyed a short, quick, mental mathematics session which was very well planned to develop understanding of counting on and back using numbers pitched at an appropriate level. In a Year 2 music lesson planning through the music scheme of work made sure that the teacher focused on clear aims for the lesson as pupils used unpitched percussion instruments. In a Year 1 lesson the teacher made very good use of the phonic games from the National Literacy Strategy. These were very effectively used to develop pupils' understanding of word building and they practised spelling and writing 'it' and 'id' words with confidence. This good practice provides a useful example for other teachers to follow.
20. The strong emphasis placed on respect for the individual contributes significantly to the progress made by pupils, especially those with learning difficulties. Relationships are very good in all respects. For the majority of the time pupils work in small groups with additional adults, teaching assistants and volunteer helpers. This encourages

valuable discussion and language development. Pupils with special educational needs are well supported. There are times, however, when the teacher is seen to be organising these group activities rather than concentrating on the actual input resulting in some unsatisfactory teaching during the lesson. The insistence on good behaviour and the good management of some potentially disruptive behaviour almost always ensures that teaching and learning are effective.

21. Teachers use of pupils' time is not always effective. There are a few occasions when lessons do not begin promptly. The morning teaching sessions sometimes start 25 minutes after pupils have come into the classroom. Collective worship time can also overrun and eats into the time for teaching. Occasionally lessons lack sufficient pace and introductions are too long leading to pupils becoming restless and unchallenged.
22. Teachers put a great deal of effort into making stimulating displays and creating colourful learning environments related to the half termly topics. There is, however, a lack of structure to the planning of topics. Some subjects, particularly science, rely on the topics to guide the coverage of the curriculum. Government exemplar schemes of work are being adopted and integrated into the topics but the topics lack a clear progression and continuity for learning to ensure pupils build on prior experiences. Teachers are not always clear what it is they want the pupils to learn next. Sometimes they concentrate on the activities the pupils will do rather than the next steps in learning that need to be covered. The assessment of the progress made by the pupils towards fulfilling the aims of the lessons lacks a consistent approach and day-to-day assessment procedures to inform the planning of future work are unsatisfactory overall.
23. Support staff and teachers work well together. They effectively contribute to pupils' learning and record responses of pupils during class discussions. They have good expertise and many have been well trained to cater for the very specific needs of some pupils. Experts who visit the school provide a regular training programme for support staff. The training programme means that the support staff are able to help pupils with speech problems and also reinforce the physiotherapy sessions that are undertaken. This has a significant impact on the standard of provision in that it allows pupils to remain in school rather than travel to sessions. Also, these trained assistants are able to give continued focused help during their time with the pupils during lessons. However, as so many groups work with other adults, teachers do not always have the opportunity to effectively follow up on what each group has achieved or measure the gains in learning.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

24. The school provides a curriculum that is broad and balanced and is relevant to the needs of all pupils. Provision for children in the Foundation Stage is good and it is satisfactory for pupils at Key Stage 1.
25. Statutory requirements are met for all subjects. The school has a strong commitment to literacy, numeracy, art and physical education. Class teaching timetables reflect this. In some classes activities are provided in the mornings until 9.15 when registration is closed. Most direct teaching takes place after that time and therefore the amount of time spent teaching the subjects of the National Curriculum and religious education during the course of a week can sometimes fall short of the 21 hours recommended by government guidelines.

26. At the time of the last inspection, it was reported that there was a need to develop schemes of work to make planning for opportunities for pupils to build on previous experiences more effective. At present national exemplar schemes of work are being either adopted or integrated through topics into all subjects. Some subject schemes have been successfully developed and these are beginning to have an impact on raising standards, especially in art, history, geography, information and communication technology and music. Other subjects such as science and design and technology have no secure schemes for pupils to work through. The need for structure and progression across the topics and the curriculum has been addressed to some extent but it is still remains an issue.
27. Since the previous inspection improvements in the organisation and monitoring of pupils with special educational needs has raised standards and increased their access to the full curriculum. The present provision is better meeting the needs of these pupils within the classroom and reflects the school's very strong commitment to the inclusion of all pupils whatever their special needs.
28. The school has adopted and implemented the National Literacy and Numeracy Strategies for English and mathematics with varying degrees of success. For instance, in English, opportunities to use literacy skills across the curriculum have been particularly effective but the structured development of phonic knowledge has been less well developed. The school has identified the need to raise standards in writing and now rightly recognises the need to build on and further develop its use of the literacy strategy. Introductions to numeracy strategy lessons are usually effective as when a Year 2 class used their knowledge of addition and subtraction facts to 20 to solve number problems. Teachers' own knowledge of the strategy promotes effective planning and ensures that the teacher is clear about what the pupils are going to learn during the lesson, for example, when Year 1 pupils explored their understanding of zero. Sometimes the role of support staff during the beginning of numeracy lesson lacks clarity and is ineffective as when two pupils with very specific needs in a Year 2 class became disruptive during the introduction to a lesson about odd and even numbers.
29. Although the school does not provide additional after-school clubs many visitors come to the school. These visitors include artists and wild life groups who make a significant contribution that enriches the curriculum. Pupils are very well supported in their personal, social and health lessons. Group discussions during these lessons very effectively support pupils' awareness of these aspects of their learning. Educational visits are made to local businesses such as a glass factory, the bakery at harvest time, the hospital and supermarkets. These ventures into the community contribute very significantly to the pupils' curriculum experiences. There is further enrichment from the visits of story tellers and the opportunities to see live theatre groups.
30. Provision for pupils' spiritual, moral, social and cultural development is good overall. Social and moral development are very good and spiritual and cultural development are good. This is an improvement since the previous inspection.
31. Provision for pupils' spiritual development is good. Teachers receive and value pupils' ideas and encourage them in a positive self image. In subjects such as music and art opportunities are given for pupils to develop a sense of wonder at the beauty of creation, for example the display linking music and pupils' painting in the entrance to the school.

32. There is very good provision for moral development. The behaviour policy is clear and well understood by pupils. The system of rewards and sanctions promotes a very positive approach. All pupils are taught the difference between right and wrong and staff, including support staff and midday supervisors, encourage pupils to discuss incidents and in so doing foster values of honesty, fairness and respect for others. Visits such as the trip to see the Puppet Theatre in the junior school provide teachers with the opportunity to discuss moral issues such as conservation with their class.
33. Provision for social development through the daily life of the school is very good. Adults provide very good role models in their relationship with pupils. Pupils are encouraged and helped to think of others, for example through fund raising for charities such as Comic Relief. Pupils help and care for one another and older pupils are encouraged to befriend pupils playing on their own in the playground.
34. The opportunities provided for pupils to learn and appreciate their own culture are good, for instance history lessons have included work on the Victorians and visits have been made to local places of interest. Appropriate interest is shown in other cultures, for example through opportunities to study African art and music. Additionally story tellers, musicians and theatre groups are invited to perform in school.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

35. The school provides a caring Christian environment where pupils are valued as individuals as was found at the previous inspection. This makes a significant contribution to the ethos of the school.
36. The procedures for introducing the children and their parents to the school effectively ensure that new children settle quickly into the routines of school life. Pupils' personal development is closely but informally monitored by teachers who know their pupils well. Emphasis is placed on raising pupils' self-esteem and making them aware of their individual achievements. Most parents are happy with the care and guidance offered to their children. They feel their children are happy in school as teachers are fully aware of their needs.
37. Procedures for monitoring and promoting positive behaviour are good. There is a successful behaviour policy that is applied consistently by all staff. Staff deal with any reported incidents of bullying or inappropriate behaviour swiftly and effectively.
38. There are thorough and comprehensive procedures followed for the recording and reporting of attendance. Administration is very efficient and reasons are always sought for pupils' absence.
39. The provision for promoting the health, safety and well being of pupils is satisfactory overall. Staff are fully aware of child protection procedures which are in accordance with local guidelines. However no recent training has been undertaken. The school makes effective arrangements for notifying parents of any accidents involving their children and of any treatment given. First aid boxes are appropriately stocked and accidents are always recorded. The school has a comprehensive health and safety policy and risk assessment is regularly undertaken. The school has good links with outside agencies such as the education welfare officer, school nurse and education psychologist who provide valuable support for the work of the school.



40. There are many procedures for assessing pupils' knowledge and skills but their value is limited as there is a lack of consistency from class to class and subject to subject. Pupils are effectively assessed on entry to the nursery. Statutory baseline assessment is carried out as pupils join the reception class but there is little liaison between the two classes in the Foundation Stage to enable these assessments to be constructive. Teachers keep copious records about pupils' scores in reading, the books they have read etc. but the usefulness of these for planning future work is underdeveloped.
41. A lot of time and energy have been used to gather data about pupils' performance. The headteacher and the governing body have tracked the progress of specific groups of pupils and what they have achieved in tests. This is insufficiently developed into a productive process so that individual pupil progress can be monitored successfully and specific targets set for them.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. The school continues to have strong links with parents. The vast majority of whom indicate that they are pleased with what the school provides and achieves. Parents are proud of the caring ethos of the school and have confidence in the school's ability to meet the needs of their children. The majority of parents express satisfaction with the quality and quantity of information they receive in newsletters which they find useful. They find parent-teacher consultation meetings give them a clear picture of what is happening in school and how their children are progressing. The school prospectus needs updating to include more detailed information about the Foundation Stage of children's education provided by the school. Most annual progress reports provide details relating to what pupils know and can do with details of targets for development. However progress reports for the youngest children in the reception classes are unsatisfactory as they do not contain information linked to the six areas of learning provided for them.
43. Workshops are provided to enable parents to better support their children at home. The school has a homework policy based on government guidelines and the majority of parents are happy with the amounts of homework their children receive. Parents feel staff are approachable and willing to meet with them at any reasonable time. The school site provides facilities for a pre-school group, a playgroup and a before and after-school club all of which enhance the school's partnership with parents.
44. Parental involvement in the life of the school is very good. Parents and helpers feel welcome in the school and assist in many ways, for example with reading, in lessons, with swimming and on trips. This help is greatly appreciated by staff and enhances provision for pupils. The Friends' Association is open to all. It is very active in organising fund-raising and social events. Good support for activities such as sponsored walks, discos and the annual summer fair enable considerable amounts of money to be raised to assist with school resources

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. The school's aims can be seen clearly in its day-to-day work. The headteacher, staff and governors work closely together to promote the ethos of the school, which effectively enhances the pupils' personal and social growth. Pupils are well cared for and feel secure in their surroundings. Relationships throughout the school are very good. The day-to-day management of the school is very good. The school's administrator is experienced, very committed and very skilled in her work. She

provides an efficient and welcoming point of first contact for visitors and parents and manages the school's financial procedures well. The school uses information technology effectively in managing the school's finances.

46. The quality of leadership and management is sound overall, but the monitoring and evaluation of the work of the school are unsatisfactory. This impedes the school's progress towards further improvement. The headteacher has monitored literacy and numeracy lessons but her evaluation of the teaching lacks rigour and is insufficiently focused. There is not enough information given on how the teaching might be improved so that, for instance, developing pupils' skills in phonics, could be more productive throughout the school.
47. The school, with the governing body, measures its performance and checks its results against national standards and the performance of schools in similar circumstances, in great detail. The data available from this analysis, although copious, does not move the school forward sufficiently. There is a strong, shared commitment to succeed, but this capacity to succeed is limited because the school does not set precise, clear targets to improve standards based on an objective analysis of all the data. All subjects have co-ordinators who oversee policies and schemes of work but they do not all efficiently monitor standards throughout the school. This role is underdeveloped in English, science, design and technology and physical education. The numeracy co-ordinator has been tracking pupil progress and this is proving beneficial and provides an effective role model for others to follow.
48. The school is committed to providing equality of opportunity for all its pupils. The management and provision for pupils with special educational needs are good. The coverage of the curriculum, however, is insufficiently monitored. Pupils are sometimes withdrawn from lessons and teachers do not always employ strategies to ensure that they do not miss aspects of the school's provision.
49. The governing body has a sound knowledge of the school and is well led. The chair of governors is well aware of what needs to be done by the governing body in order to become more effective in enabling and challenging the school to move forward. The various committees have clear terms of reference. Many of the governors visit the school regularly and are involved in the life of the school. They carry out formal monitoring visits and report back their findings to the governing body. These focused visits are beneficial in giving the governors an awareness of what is happening in the school. Although governors are supportive, they play an insufficient role in shaping the direction of the school. Governors are over reliant on information provided by the headteacher. The school's development plan is a two-year plan. Although this plan sets priorities, expected outcomes are too vague. The plan lacks precision and enough detail to enable the school to measure how it is making improvements in relation to standards. Governors are aware that the absence of a longer term plan, setting out a vision for the school over a longer period, has a significant impact on forward planning. The school meets statutory requirements in all respects except for some omissions in annual reports to parents of children in the Foundation Stage and a lack of clarity about the Foundation Stage curriculum in the prospectus.
50. Financial planning is satisfactory overall. The school's budget is monitored closely and the school uses specific grants well for their purpose. The most recent audit by the local education authority found that financial systems are administered satisfactorily ensuring adequate control and that there are no significant weaknesses. Additional funding, this year, has been added to the budget to support of pupils with special educational needs. Governors are at present monitoring the impact of this

funding on standards in order to assess its effectiveness. The governors have begun to apply best value principles satisfactorily and are focused on this as an area for continued development.

51. There is a good balance of experienced and new staff to support pupils. Staff are hard working and support each other well. Although there is no induction policy for staff, good procedures are in place for those who are newly qualified and all staff settle well on their appointment.
52. Arrangements for the professional development of staff are satisfactory overall although there are some gaps in teachers' knowledge of the literacy strategy. The school has agreed its policy for implementing performance management and systems are in place to enable teachers to set targets and review progress. Professional development is linked to the school's priorities. As the school has an above average number of pupils with statements there is a large number of support assistants in the school. All assistants are involved in up-dating their training needs including attending training courses in relation to speech therapy and physiotherapy. Improvement here has raised standards and increased access to the curriculum for pupils with special educational needs. The learning support assistants foster pupils' independence and many show initiative and analytical skills, however this work is not formalised, as there is no policy to support and guide the work of the assistants in school.
53. The accommodation is sufficient for the current number of pupils. The governors have reviewed provision effectively and approved plans to redesign the office, reception, headteacher's office, staff room, the resources room and a computer suite for school and community use. Separate projects to extend the hall and outdoor play facilities are also being considered. Governors are waiting to see if funding is available. The role of the school in the community is highly valued by the governors. They place very great importance on the use of the school out of school hours for a 'before and after school and day care club'. This facility is also offered during holiday times. The community room is used during the day for parent workshops and a twice-weekly toddler group. The pre-school is also located in a mobile classroom on the school site. Many of the children attending the facilities offered do or will attend the school. The school has satisfactory resources for most subjects, although there is a need to increase the number of up-to-date computers. The resources for art are good.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise standards further the school should:

- (1) Plan the curriculum coverage more carefully so that:
  - schemes of work guide what pupils will learn through the topics that are taught; (paras 22, 26, 88 and 104)
  - continuity between pupils' experiences and learning from the nursery to Year 2 is established. (paras 26, 64 and 139)
- (2) Develop consistent and manageable assessment strategies that identify clearly what all pupils are able to do and use this information to help plan for the next steps in their learning. (paras 40, 104 and 116)
- (3) Ensure that the monitoring and evaluation of teaching and learning is sufficiently rigorous in order to:
  - clearly distinguish where improvements need to be made;
  - plan the appropriate action to address the required improvements. (paras 46, 47, 48, 90, 119 and 137)

In addition, the school may wish to take account of a number of other minor issues raised in this report when drafting its action plan:

- the teachers' use of time; (paras 21 and 25)
- teachers' understanding and use of some aspects of the literacy strategy; (paras 5, 28, 64 and 78)
- updating the prospectus to take account of the Foundation Stage curriculum and reviewing reports to parents about the progress made by the youngest children in the reception class. (para 49)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	16	38	30	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	23	139
Number of full-time pupils known to be eligible for free school meals	--	27

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	7	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	6.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### **Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	29	22	51

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	24	26	26
	Girls	19	20	20
	Total	43	46	46
Percentage of pupils at NC level 2 or above	School	84 (82)	90 (88)	90 (92)
	National	83 (82)	84 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	27	28	27
	Girls	20	19	21
	Total	47	47	48
Percentage of pupils at NC level 2 or above	School	92 (84)	92 (94)	94 (94)
	National	84 (82)	88 (86)	88 (87)

*Percentages in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	116
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	7.3
Number of pupils per qualified teacher	26
Average class size	23.4

#### **Education support staff: YN – Y2**

Total number of education support staff	14
Total aggregate hours worked per week	278.25

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	2
Total aggregate hours worked per week	42.5

Number of pupils per FTE adult	11.1
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	402,310
Total expenditure	396,781
Expenditure per pupil	2,042
Balance brought forward from previous year	3,332
Balance carried forward to next year	8,861

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	78

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	1	0	0
My child is making good progress in school.	65	29	0	1	4
Behaviour in the school is good.	56	35	1	0	8
My child gets the right amount of work to do at home.	46	42	5	1	5
The teaching is good.	68	27	1	1	3
I am kept well informed about how my child is getting on.	45	42	4	6	3
I would feel comfortable about approaching the school with questions or a problem.	71	24	3	1	1
The school expects my child to work hard and achieve his or her best.	62	33	0	1	4
The school works closely with parents.	54	37	5	1	3
The school is well led and managed.	71	23	0	1	5
The school is helping my child become mature and responsible.	58	38	1	0	3
The school provides an interesting range of activities outside lessons.	24	35	18	6	17



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

55. Overall, the provision for children in the Foundation Stage is good. The school operates a three term entry. Children are able to attend the on-site pre-school, the nursery class for one year, and then the reception class as rising fives. In the nursery class they attend the longer morning session in the term before they are admitted to the reception class. The attainment of children on entry to the nursery is below that found nationally. The school caters for an above average number of children with special educational needs some of whom are in the Foundation Stage. The school is recognised by the local authority as providing high quality care and support for children with exceptional needs.
56. Improvement since the last inspection is good. Staff in the nursery have successfully participated in the Effective Early Learning Research Project (EEL Project). This has enhanced the very high standard of provision in the nursery by encouraging staff to reflect on all that is offered to the children. Outdoor play has been addressed both in the nursery and the reception class. It now has a regular time-tabled lesson. Equipment for outdoor play has been purchased and is stored in a new shed which has improved accessibility. The Foundation Stage co-ordinator has further plans to develop the outdoor play area as a learning environment.
57. Teaching is good overall. Some teaching in the nursery is very good with excellent features. Most pupils achieve the Early Learning Goals by the time they are ready to start Year 1. Children with special educational needs make good progress overall. Teachers use a baseline scheme for statutory assessment. Results from these assessments have not been explored sufficiently in order to maximise all children's learning potential. Curriculum planning for children in the Foundation Stage is not consistent. Opportunities for the reception class to effectively build on the progress made in the nursery are missed.
58. Classrooms are well organised and feature all six areas of learning. Resources are of good quality. They effectively support children's learning. For example, in the nursery, books go home supported by a useful task card to explain how to develop the activity further. Learning support assistants make a valuable contribution to children's progress. Parents support their children at home and many regularly work in school. They also give financial support to purchase large and small equipment such as the outdoor shed and the soft toys to be used with the book 'Owl Babies'.

### **Personal, social and emotional development**

59. Children's personal, social and emotional development is good. Many children enter the nursery with immature skills in these areas. Skilful teaching in the nursery constantly encourages children to feel confident about what they achieve. Throughout the Foundation Stage children play and work well together. They show consideration towards each other and understand when and how to apologise as demonstrated during a circle time session in the reception class. Children are encouraged to stop and think about the need to say sorry for their actions. The children are enthusiastic about their learning. For example, when they are counting the numbers for packed lunch and dinners in the reception class they are keen to get it right. In the nursery they become involved in the role-play activity of 'taking off in an aeroplane to go on holiday to Majorca'. They show independence and manage their own game because

they have learnt how to improvise and can play imaginatively. Children's skills in this area are well developed because teaching is good.

60. Adults provide good role models for the children. They treat each other and the children with courtesy and respect. Adults provide the children with well-planned opportunities to develop their self-confidence and self-esteem. They value their experiences and ideas. This was shown when a quiet nursery child at the end of a session confidently explained to the class how she had made her model. It was also evident in the reception class when a child described the day's weather to the class.
61. Children behave very well. They enter the classrooms quietly and can self-assuredly choose an activity while they wait for the day to begin. They quickly learn to relate to each other. The equipment and resources the children use are easily accessible and well labelled and this helps them to become more independent.

### **Communication, language and literacy**

62. The development of children's communication, language and literacy skills is good overall. Children respond well to their teacher's questions and use appropriate language in a range of situations. Planned and incidental conversation of good quality takes place throughout the day. In the nursery, language skills are taught effectively because the teacher has high expectations of the children at all times. Children are beginning to recognise their own name and they look at books for pleasure. In both classes children are able to concentrate well when listening to a story. They know how to hold a book, understand that print carries meaning, and that text is read from left to right and from top to bottom. Children in the reception class are also becoming more aware that the pictures in a book give clues to the meaning of the words in the story.
63. Higher attaining children in the reception class recognise and read familiar words. They know some letter sounds and are beginning to use them to read new words. Labelled displays all around the school help children's recognition of simple words. Children are keen to write their names and try to record their 'senses' investigation after using the 'feely box'. Their letters are well formed. In both classes children use pencils, crayons, paints and pens with increasing control. Nursery children are encouraged to practise letter and number formation using large paint brushes and water outside in the playground.
64. The quality of teaching in the nursery for this area of learning is very good and sometimes excellent. The outstanding skills of the nursery nurse enhance the learning of all children. She knows them very well. In the reception class, teaching in this area is satisfactory overall but there are some areas for development particularly in the promotion of children's literacy skills. There are aspects of the literacy strategy that are not effectively integrated into the class routine and as a result children are not sufficiently encouraged to sound out words using their knowledge of phonics.

### **Mathematical development**

65. Children enter the nursery displaying a better knowledge of numbers than language and literacy. Their overall mathematical attainment in the Foundation Stage is good. In the nursery it is very good. Children are encouraged to use correct mathematical terminology such as 'match', 'the same number as', 'larger', 'bigger' and 'smaller'. Children recognise and match colours naming them correctly. They can count to 24 with the teacher when playing a 'Match the Teddy Bears Game'. The teacher uses

very effective questioning. The classroom has been organised as an excellent learning environment with many interactive mathematical displays. Pupils are able to consolidate their number work by choosing to work on a number program on the computer.

66. In the reception class attainment is satisfactory. Children are able to count on their own to ten and the higher attainers to 20. They are encouraged to recognise the numerals on the wall and to use mathematics in everyday situations as when counting the numbers for lunch. They are able to recite the days of the week and what day it is. Most children are also able to put sets of objects in order of size.
67. Children can describe some two-dimensional shapes notably circles and squares. When solid shapes are introduced to the children they are able to discuss the features of a cylinder shaped cake. They are then given a piece to eat. Whilst they enjoy the cake they discuss the circular shape of the cake. The quality of teaching overall in mathematics is good. It is excellent in the nursery where children have opportunities to explore quantities of materials using water and chippings of coconut shells. Children are able to discuss filling and emptying containers with adults. The learning support assistant skills are good and she interacts well with all children encouraging them to reach their full potential.

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

68. Children's attainment in this area is good. They are curious about the world in which they live. Teaching of this area of learning is successful because teachers plan lessons carefully and make effective use of resources. Children are enthusiastic about their tasks and can maintain their concentration. When making teddy bear sandwiches the children are able to spread the butter carefully and confidently and use the cutters unaided. Children make their own decisions as to whether they would like jam or cheese in their sandwich.
69. In the reception class children are encouraged to work in groups without adult support as they discover objects in a 'feely box'. They successfully lead their own simple investigations unsupervised as they use their senses to distinguish which musical instrument is making which sound. Children try hard to accurately record their findings. They successfully use a hand lens to observe a daffodil, carefully recording what they see.
70. Technology is effectively used to support children's learning. Children confidently manipulate the computer mouse and know how to operate familiar programs. Most pupils are able to select colours and shapes from palettes displayed on the screen. Learning support assistants keep records of what pupils have experienced and achieved on the computer. They are able to use the tape recorder in lessons and talk about what they have heard.
71. Good use is made of celebrations to learn about other cultures. For instance, the Chinese New Year was discussed and brought to life in the role-play area. Chinese noodles were cooked and children tried their hand at using chopsticks. Multi-cultural dolls and Indian saris have been introduced to the children so they become aware of the diverse cultures of the world. Children are eager to answer questions about their feelings and the majority speak clearly and are willing to share their ideas. For example, children listen to each other as they tell the group 'things they are sorry for' as they pass around a toy.

## **Physical development**

72. Children's attainment in this area of learning is good, as is the teaching. In well structured lessons children move confidently and safely. They can run, jump, balance and hop and use space well. They are able to turn the other way if someone is moving into their space.
73. The nursery makes excellent use of the outdoor area. Children are encouraged to use all the equipment and to take turns. Staff ensure that children are engaged in some vigorous activity so that heart beats are raised.
74. Children enjoy riding on bikes and trucks developing their co-ordination. Learning support assistants enable children with special educational needs to attempt new activities encouraging them to achieve and succeed when they lack confidence in themselves.
75. Children use modelling materials and paint brushes with increasing skill and show growing control when handling smaller items. They can effectively control scissors to cut out shapes, manipulate play dough and use glue sticks.

## **Creative development**

76. Children's creative development is good. Teachers ensure children experience a range of activities to support this area of learning and they make good progress. Children sing a range of songs and rhymes from memory. Good use is made of role-play situations to allow children to express their own ideas and feelings and develop their imaginations. The doctor's role-play area dealing with eye and sight tests develops language skills and imaginative play well. Opportunities to learn about colour, texture and shape are well linked to other areas of learning. Children develop their musical skills through listening to music and songs by joining in with singing games and rhymes. They explore simple musical instruments and most are able to name the sound each one makes. Many children can name the instruments they use.

## **ENGLISH**

77. Standards in English are satisfactory overall at the end of Key Stage 1. This is a similar picture to those achieved at the time of the last inspection. Standards have generally been maintained in spite of a decline in attainment on entry to the school. Reading and writing performance has improved over the last two years, in line with national trends. Girls outperform boys in reading and writing, following the national pattern of attainment but no significant gender issues were raised at the time of the inspection.
78. The implementation of the literacy hour is beginning to raise standards. Strategies such as the use of phonics guidelines and shared and guided reading and writing are beginning to be used with some success. Pupils are starting to make better progress and they are developing more advanced reading and writing skills. However, text level work and phonics do not sufficiently build on the progression of skills outlined in the strategy nor are they planned in a structured, systematic way.
79. Standards in speaking and listening are broadly average. Pupils listen attentively to their teachers and are able to follow instructions well. In small groups they talk about their learning, listening to each other and sharing their findings. They talk confidently

with visitors, expressing themselves clearly and well. Pupils with special educational needs are given good support and make progress in learning to listen to others and to begin to express their ideas in speech. Some are admirably supported in their development of language by signing and technical aids. They make satisfactory progress.

80. Standards in reading are average overall. They have shown improvement over the last three years, in line with national trends. They are similar to those seen during the last inspection. End of Year 2 overall test results are in line with national expectations. However, the percentage achieving higher standards in reading is below average in comparison with all schools and similar schools. Both boys and girls make satisfactory progress with their reading skills over time.
81. Pupils use a range of reading strategies including whole word recognition, picture and context cues. An emphasis on learning frequently used words means that when pupils enter Key stage 1 they rely heavily on this strategy. Their use of phonic skills at this stage is underdeveloped and some find it difficult to sound out words. This was identified in the last inspection. Inspectors note that the adoption of national guidelines is beginning to redress this. Older pupils are developing strategies for word building and higher attainers can split words up and recognise letter strings such as 'tion' at the end of words. These pupils also know the difference between fiction and non-fiction books and are beginning to use information books for researching other subjects. A few are unclear about the meaning and purpose of the contents page, alphabetical order and indexes. Although most pupils can talk briefly about their reading, they lack involvement with the characters and the way books are presented and written. Sometimes books are chosen which are too challenging for an independent read.
82. The end of Year 2 tests, show the percentage of pupils who have acquired writing skills to the level of 2C is above average. However, the percentage achieving the higher standards of Level 2B, 2A and 3 in writing is below the average in comparison with all schools and similar schools.
83. Pupils write simple questions and statements and often use capital letters, full stops and question marks correctly. They are beginning to use phonic strategies for spelling but still rely heavily on asking for help or using displays of words in the classroom. Many lack confidence in attempting to word build themselves. Where pupils are more independent, they re-read their work to check on punctuation. The school has adopted a scheme of work for handwriting and the portfolios of pupils' work shows average attainment. Work in pupils' writing books does not always reflect the handwriting scheme nor the priority that has been given to this aspect.
84. Older pupils are beginning to use a wider range of writing including poems, postcards, instructions and posters. They can write instructions. The highest attainers can retell stories well using carefully chosen words such as 'slightly', 'nearly', 'a tiny bit', 'finally' and 'still would not move'. Their sentence structures, however, rarely use connectives other than 'and' and 'then'. In Year 1 pupils produce interesting writing in class published books based on familiar stories. Pupils use word processors to work on improving their sentences for poems and stories.
85. Very positive relationships between pupils, teachers and other adults encourage them to 'have a go' and not fear mistakes. Pupils are generally well behaved although some activities are undemanding. At the start of the day and during registration time, pupils settle well to reading activities, choosing books from class reading corners to

read independently or to the teacher or other adults. They listen to teachers and each other, and willingly share their ideas with the class. During writing activities they concentrate well and help each other with spelling unfamiliar words. When they are using their literacy skills to learn about their topic work in history they are enthusiastic and enjoy their work. They show less enthusiasm for their scheme reading books and the less exciting sentence writing activities.

86. In the lessons observed during the inspection all teaching was at least satisfactory and 50 per cent was good. Good lessons show the teacher demonstrating writing sentences and scribing pupils' contributions. In these better lessons teachers tell pupils exactly what they need to do, using statements such as "I am looking for a rhyming verse in your writing today". Pupils rise to the challenge especially when this is used to recap on pupils' learning at the end of the lesson. The results of less effective teaching are evident in workbooks and folders containing some low level activities that do not show challenge or a match of task to the ability of the pupil. Successful lessons ensure pupils are challenged appropriately and they are asked to reflect on their work and make suggestions about how they can make it even better. Spellings are learnt for homework but early independent spelling strategies are still not secure for the majority of pupils.
87. Pupils with special educational needs are very well supported. Support assistants are briefed by class teachers and make a significant impact on the progress of pupils with special educational needs. During whole-class work pupils are encouraged and helped to remain on task. They join in with the lesson and there is signing for pupils with significant difficulties. Small group support enables recording of questions on a tape recorder during a literacy lesson and another group was withdrawn for practical letter-writing work. This very effective work took into account the pupils' short concentration span and led them into further purposeful learning.
88. Teachers' medium-term planning is brief and does not always show sufficient detail, progression or continuity. The support of other adults is planned for but the tasks they undertake with some small groups lacks challenge. The activities for groups other than those with special educational needs are not always matched to the pupils' ability levels. The provision for the needs of higher attainers is limited on occasions. There is insufficient focus on learning objectives and those that are planned are often too broad to enable effective assessment of learning to take place.
89. The teachers' implementation of aspects of the strategy has been particularly successful in the development of literacy skills across the curriculum. Pupils are encouraged to use correct precise language when talking about their work, using scientific vocabulary and correct musical terms. Big books are used effectively in history and science to develop pupils' research skills.
90. The English co-ordinator and the headteacher undertake the monitoring of planning. Scrutiny of work is carried out and staff assess pupils' work together to agree levels of attainment and expectation throughout the school. This is not sufficiently structured to ensure clear assessment of pupils' developing skills. There has been little additional professional development for teachers since the initial training. Most training has been provided from within the school's resources. This has resulted in some gaps in teachers' subject knowledge. The school recognises that this needs to be addressed.
91. As a result of data analysis, the school has concentrated on raising the attainment of lower achievers, in particular focusing on reading. This has been effective. Now the

school's efforts have turned, quite rightly, to writing and the need to increase the attainment of the average and more able pupils. The headteacher, co-ordinator and governors have identified these targets in their action plan. They recognise the need to use the literacy strategy more effectively in order to address their priorities.

92. Higher level readers are given homework based on library skills and all pupils have spelling homework. Parent volunteers who come in to help with paired reading on a weekly basis give valuable support. The school works hard to raise parental awareness and to improve the ratio of children reading at home.
93. During the inspection there was little evidence of pupils using the library independently. Displays on different subjects of the curriculum throughout the school provide useful extra reading resources and offer good models of information writing. Drama trips broaden pupils' literacy experiences, such as the stimulating one-man-show organised by the school and held at the neighbouring junior school.

## **MATHEMATICS**

94. The results for 1999 and 2000 show that standards, at the end of Key Stage 1, are in line with the national averages and with results for similar schools. Standards were broadly in line with national expectations at the time of the last inspection and the school has maintained its performance although there has been a decline in what pupils can do as they enter the school. Higher attaining pupils produced very good results in 2000 compared to those nationally and to pupils in similar schools.
95. At the end of Key Stage 1, most pupils can count to 100, recognise sequences of numbers and confidently identify odd and even numbers. Almost all pupils have a good understanding of addition and subtraction and have a good recall of multiplication facts relating to two, five and ten. The majority can explain and use a variety of standard and non-standard units of measure. In problem solving, most pupils are able to use appropriate strategies to solve number problems involving money. A significant number of pupils can identify two and three-dimensional shapes and understand reflective symmetry. They are beginning to understand the concept of estimation.
96. Pupils enjoy mathematics. They co-operate well and show good listening skills and sustained concentration. Pupils are taught how to use resources with care and they are able to work independently during practical activities. The school enhances the mathematics curriculum through the involvement of parents. For example, during the school mathematics week, mathematics challenge sheets were taken home and pupils conducted many counting and other activities and were then asked to analyse their findings. They compared the number of electrical sockets to light switches and explained why there could be a difference. Each class also celebrates 'zero' days when a class mascot is used effectively to reinforce the value of 'zero' as it appears in the date.
97. The quality of teaching is satisfactory overall. Good teaching is in evidence when lessons are well planned, based on the National Numeracy Strategy framework, with suitable provision for pupils with different abilities. Teachers use effective strategies to teach mental calculation and pupils enjoy the lively start to lessons. Teachers have sound subject knowledge and they generally give precise, clear instructions and, as a result, all pupils, including those with special educational needs make satisfactory progress. The management of pupil behaviour ranges from satisfactory to very good. It is good overall. Where it is very good the teacher insists on high standards of behaviour and the pupils respond by listening and working well. Where it is

satisfactory teachers do not require focused attention and a minority of the pupils become restless at times. Pupils generally respond very well and form excellent working relationships in small group activities. They share resources well and relate well to their teachers and classroom assistants. At the end of lessons, teachers hold very appropriate discussion sessions when pupils share their findings and the learning targets are consolidated. Teachers generally give praise and constructive comment in their marking and reward good examples with merit stickers.

98. The previous inspection found the subject to be well led and the co-ordinator has continued to develop the subject by introducing the National Numeracy Strategy effectively and creating an assessment and pupil tracking system. These systems have led to improved understanding by the co-ordinator and the data produced will be used to inform future planning. The co-ordinator has supported her colleagues with training and organisation of resources. The role of the classroom assistants and other adults in the numeracy lessons lacks some clarity during introductions. The co-ordinator is aware of the need to address the issue of how to successfully include pupils with significant special educational needs in the numeracy lessons. Pupils with special educational needs are well supported and given work of an appropriate level. Information and communication technology is used well to develop the mathematical skills and level of understanding of the pupils. During the inspection, pupils in Year 2 were learning how to input data from their bar graphs into a programme that created fully labelled pie charts.

## **SCIENCE**

99. In 2000 teachers assessed standards as above average compared to those of similar schools and nationally. Over the past four years there has been a slight decline in what pupils can do when they first join the school and the school has a larger number of pupils with special educational needs. However, overall standards have been maintained since the last inspection because teachers are well supported by additional adults who help pupils undertake investigations in small groups.
100. Standards in the current Year 2 are average. In work to develop their science enquiry skills through colour and light investigations, pupils are given tasks that successfully encourage them to plan, predict, and record using charts. Lower ability groups of pupils, including those with special educational needs, are very effectively supported. Additional helpers question and challenge them as they explore camouflage. Computers were effectively used to support the recording of evidence and the presentation of results when pupils in Year 1 investigated the similarities and differences between their eye colours. In Year 2 higher attaining pupils' work showed knowledge of materials that are good conductors of electricity.
101. An analysis of pupils' work, photographs and display in the classrooms shows that pupils make satisfactory progress. Teachers place an increasing emphasis on pupils undertaking their own experiments and investigating for themselves. This investigative area of science shows improvement since the previous inspection. Each morning Year 1 pupils very confidently undertake weather investigations into the speed and direction of the wind. They record their observations independently.
102. Pupils enjoy their science. In Year 1 they can discuss in pairs and then contribute to a class discussion about how alike and how different they are in appearance. Pupils are confident and willing to contribute their thoughts. Relationships between all adults and pupils are strong. Behaviour is very good as the pupils participate in their small group activities. They can select and collect their own equipment. In Year 2 all pupils



remain on task as they use different colour paddles to view the classroom and make colour spinners.

103. The quality of teaching is satisfactory overall. Some additional strengths are evident when teachers use extra adult help effectively to enable all pupils, including those with special educational needs, to fully participate in 'hands on' investigations. It is good on the occasions where teachers ensure that pupils become skilled in making close observations and they are encouraged to discuss and reflect on their discoveries. This emphasis on the important aspects of the scientific approach occurred in a Year 1 lesson when the teaching assistant led her group through an investigation. Pupils carefully drew around their feet and compared the sizes. A good illustrative chart was produced to explain the pupils' findings.
104. Pupils are assessed at the end of each topic, however, these topics lack a cohesive structure. A school scheme is not effectively planned so that each area of science is covered to ensure progression in learning. The introduction of parts of the government produced schemes of work is underway. Although the co-ordinator provides support for colleagues in the planning of activities, the monitoring of the effectiveness of teaching in order to raise standards is underdeveloped as is the evaluation of the work the pupils produce. It is planned that the school's 'Assessment Books' will have a sample of science investigative work added to them in the future to help monitor standards more efficiently.
105. The forthcoming 'Science Week', with governor involvement, is a good indicator of the emphasis that is placed on science within the school. The school development plan identifies science as a priority area for monitoring.

## **ART AND DESIGN**

106. Art is strength of the school and has some very good features. Direct teaching of the subject was not possible during the inspection because of timetable restrictions, however, the quality of art on display throughout the school reflects the impact of good teaching and pupils' attainment is above that expected for their age.
107. In Year 1, pupils make detailed and precise drawings of old toys, which link with their history topic. Colour mixing is of a good standard and pupils paint with clear lines. Throughout the school water colour paintings are particularly impressive with well-developed skills of controlling the medium at levels above that expected for their age. In the entrance hall, pupils' paintings show a thoughtful and imaginative response to music.
108. On entry to school, pupils experiment successfully with a wide variety of media including simple crayons and chalks, mod roc, wire, clay, salt dough and papier-mâché, and a variety of textiles. They use computers productively to create simple pictures and are beginning to use a digital camera to experiment with photographic images.
109. Pupils are taught to explore and develop artistic ideas well. Teachers make very good use of the work of famous artists to help improve pupils' skills. The simple starting point of a self-portrait has brought about an impressive unit of work. This includes wire sculptures, carefully observed drawings, self-posed photographs, prints and paintings of themselves today and as they imagine they might be when they reach 100. Their work has been inspired by the paintings of Picasso, Rembrandt, Andy Warhol and the use of contemporary photographs of old people.

110. Many visitors are invited to share their skills with the children, such as a stained glass worker, wood carver, potter and a sculptor. They effectively broaden pupils' experiences, enhance their cultural awareness and provide professional development for the staff.
111. The subject is well led by a committed and knowledgeable co-ordinator. In response to the last inspection which indicated a need to ensure continuity and progression, schemes of work have been written and work continues to build a clearer structure of skills progression. Planning is detailed and shows coverage of the programme of study. The co-ordinator monitors standards through the scrutiny of work, joint planning and a school portfolio of pupils' work. Very good links are made to music, science and history that enhance the provision for those subjects. The budget for the subject has allowed the purchase of some tools and good quality reproductions and books of famous artists.

## **DESIGN AND TECHNOLOGY**

112. On the basis of work seen, displays, photographs and samples of work kept by the school, standards at the end of Year 2 are broadly in line with national expectations. These findings are similar to those of the last inspection since when the number of pupils with special educational needs has increased. There has also been a decline in what pupils can do when they first join the school. During the inspection no lessons were observed to enable a judgement to be made on the quality of teaching in this subject.
113. Display throughout the school shows how pupils use resistant materials satisfactorily. They use wire to produce the profile of faces that are then evaluated. In Year 1 pupils create books with moving parts. They design a page for their book using 'sliders' and 'flaps' to make their pictures interactive and more interesting. There are examples of excellent models of birds produced from a plaster based material. Pupils in Year 2 produce good quality, well decorated and varnished 'pâpier maché' bowls. Opportunities to work with textiles are in evidence.
114. Teachers produce half-termly plans. These plans revolve around topics that make some use of the recently introduced national exemplar scheme of work. Teachers focus on specific aspects of the design and technology curriculum in rotation in relation to the given topic. For instance during the autumn term food technology has high priority. All pupils make bread one year and then the following year they produce different kinds of vegetable soups to taste and evaluate.
115. Pupils have access to a wide range of well-organised and easily accessible resources. These are of good quality. The purpose built food technology area is of high quality and well equipped although it is not used to its full potential. There are limited opportunities to work with wood as the school lacks sufficient tools to develop this area of the curriculum satisfactorily. There are a good quantity and selection of construction sets which pupils can use in the activity areas. Specific tasks are set to help pupils realise the design potential of this equipment.
116. The co-ordinator takes only an informal monitoring role as she looks at the display around the school. Procedures for assessing pupils' work and to evaluate the impact of teaching are not established. The policy and scheme of work are insufficiently formalised to ensure progression is secure.

## **GEOGRAPHY**

117. Due to timetable restrictions it was not possible to observe lessons at Key Stage 1. On the basis of work seen, displays, photographs and samples of work kept by the school, standards are broadly in line with national expectations at the end of Key Stage 1. These findings are similar to those of the last inspection.
118. There is insufficient information to enable a judgement to be made on the quality of teaching. Teachers' yearly planning is satisfactory. There is a variety of projects and there are good links with the community which make a significant contribution to pupils' learning in geography. Class mascots are sent on exciting adventurous journeys and very good records are shown of their visits. During the inspection a Year 1 red dragon had gone skiing with a pupil from the class. The pupil had made a set of skiing equipment for the mascot. This well-travelled dragon has recently been on tour with a parent who is in the army and the parent came in dressed in combat uniform to talk to the pupils about his work. This is an excellent strategy for bringing the subject to life for the pupils.
119. The subject is well led by the co-ordinator who has good subject knowledge. The co-ordinator sees plans of work and assesses the content against the requirements of the scheme. There is no formal monitoring of the teaching of geography but class teachers complete an assessment showing how each pupil has progressed at the end of each unit of study. The use of these assessments is variable. The lack of a formal system of assessment was noted in the previous inspection and the school has made some, but not sufficient, progress. Writing activities in the subject make a considerable contribution to the development of pupils' literacy skills. Some use is made of information and communication technology to enable the pupils to produce display material of a good quality and records of displays are recorded using the digital camera.

## **HISTORY**

120. Standards at the end of Key Stage 1 are similar to those expected of pupils aged seven. Standards achieved at the time of the last inspection were marginally below the national expectations and the school has made sufficient progress in raising attainment to the present level.
121. At Key Stage 1 most pupils are acquiring new knowledge about the past and can identify differences between previous times and the present. They study pictures, photographs and a very good range of artefacts and they are able to place them in a chronological order. For example, the pupils can look at different toys and decide whether they would have been used by themselves, their parents, their grandparents or by Victorian children. Another group can explain why toys from a different era may not be popular today. The pupils are developing a sound understanding of chronology and appropriate historical terminology. They understand present, recent, old, new and long ago. Pupils are studying Florence Nightingale and their descriptions illustrate that they have an understanding of her role in helping to save lives. Good use is made of visitors to the school such as the father of the class teacher who came in to tell the pupils what school was like in the 1950s.
122. Pupils enjoy history. They co-operate well and show good listening skills and sustained concentration. Pupils use resources with care and they are able to explain their thoughts about their activities.

123. The quality of teaching is satisfactory overall. Lessons are well planned, based on government guidelines, with clear learning intentions given to pupils. Teachers use good strategies to engage the interest of the pupils at the start lessons and there is a range of tasks for pupils with different abilities. Teachers have sound subject knowledge and they generally give clear instructions and, as a result, all pupils, including those with special educational needs make satisfactory progress. The learning environment is enhanced by interesting displays of pupils' work and historical objects.
124. The subject is well led by the co-ordinator who has very good subject knowledge. She sees plans of work to be covered in order to assess the content against the requirements of the scheme. There is no formal monitoring of the teaching of history, however, for each unit of study class teachers complete an assessment showing how each pupil has progressed. The use of these assessments is inconsistent. The lack of a formal system of assessment was noted in the previous inspection and the school has made some limited progress. Writing activities in the subject make a considerable contribution to the development of pupils' literacy skills. Some use is made of information and communication technology to enable the pupils to produce display material of a good quality.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Standards at the end of Key Stage 1 are satisfactory and there has been a steady improvement in standards since the last inspection. There have been improvements in teachers' knowledge and confidence and this is helping pupils to learn more effectively. Year 1 pupils are building on their experiences from the Foundation Stage and learning to manipulate the mouse to create pictures and simple sentences. They are able to make simple choices when creating paintings and compare the printed product with their on-screen work. Tape recorders are used to record the views of pupils in different subject areas. An example of this is in history where pupils recorded their views on how toys have changed over time. In Year 2, pupils are learning how to input data from simple surveys and create bar graphs and pie charts using a data-handling program. Most pupils are able to enter text and construct sentences and they can select appropriate tools when making images.
126. Pupils clearly enjoy information and communication technology. They follow instructions well and use the equipment with great care. They share resources well and show good listening skills and sustained concentration. Sometimes they have to wait for a turn during an instruction period and they show great patience. Most pupils respect the views and feelings of others during discussion times. Pupils with special educational needs are making good progress due to the support of well trained learning support assistants and parent helpers.
127. The quality of teaching is satisfactory overall. Teachers have increased their skills since the last inspection with training to the bronze level and this has led to growing confidence and more efficient learning by the pupils. The teachers are, however, hindered by the location of the computers. Teaching skills to a large group with one class computer is less than satisfactory as most pupils are not able to see clearly and there is little opportunity for hands-on experience for individuals. There are plans to put the computers together in a suite and this will make a significant improvement in the ability of teachers to teach more detailed skills. Teachers plan well and link work to other lessons in the classroom. For example, Year 2 pupils are entering data on preferred lessons at school and this links with their study of school life in the 1950s and in Victorian times. There are nine new computers and an internet link is being

established so that there are more opportunities for pupils to learn how to search for information.

128. The subject is well led by the co-ordinator who has a good subject knowledge. The information and communication technology curriculum has improved since the last inspection with the school following government guidelines as the basis. Each pupil has a record sheet which records new skills that they acquire and whether or not they can perform the skill with help or independently. Excellent use is made of the learning support staff. Many of these assistants have undergone training and many of them perform teaching roles with individuals and small groups. The co-ordinator has also arranged training for groups of parents, funded by special grants. There is a small amount of scrutiny of work but no formal monitoring of the teaching of information and communication technology. The new computers have an extensive suite of software and the capacity to have separate files for each pupil. The co-ordinator hopes that there will be separate files when the computers are joined on a network. Pupils and staff are using a digital camera to record their work and records of display work are kept on disc.

## **MUSIC**

129. During the inspection, only two lessons were observed. Evidence from these lessons, together with scrutiny of music planning, records and evidence from displays and portfolios, confirms that standards in music have risen since the school's last inspection when they were judged marginally below national expectations. By the end of the key stage attainment is above national expectations. Pupils learn well and make good progress as they move through the school. The key issue, to raise attainment in music, has been successfully addressed.
130. Pupils sing tunefully and learn new songs quickly and with confidence. When singing Year 2 pupils are able to control tempo and dynamics very well. They echo complicated rhythm patterns both in singing and with untuned percussion instruments. Pupils compose their own musical patterns, record their compositions using their own notation and talk about their work beginning to use musical terminology such as dynamics and solo singer. They successfully explore and express their ideas about a wide variety of music, from the sounds of the rain forest to classical composers such as Debussy and Prokofiev.
131. Pupils respond to music with enjoyment. They produce thoughtful paintings in response to a range of music, including classical composers and African drums. Pupils' behaviour is very good during lessons. They demonstrate self-control when handling instruments. They co-operate well with each other in group activities. Pupils are motivated when there is a wide variety of activities and the pace of teaching is good. They concentrate very well and remain focused on their work
132. The teaching of music in the school is good. Lessons are very well prepared and focused. They take into account the needs of groups of pupils, identified through the regular assessments that take place. Well-briefed classroom assistants support pupils with special educational needs so that they are fully involved and confident in their music making. Pupils make good progress during lessons.
133. The enthusiastic co-ordinator, a music specialist, teaches throughout the school. She has planned carefully a two year rolling programme, which covers all elements of the Programmes of Study, builds in progression and makes appropriate links with subjects across the curriculum. The subject knowledge of all staff has increased and

they effectively reinforce musical learning through the week. Standards are monitored through regular assessments of pupils' learning, class tape recordings, portfolios and informal discussions. Because the co-ordinator teaches at the junior school, liaison is particularly good and pupils' skills continue to be built upon in Key Stage 2.

## PHYSICAL EDUCATION

134. Although only a limited amount of physical education was observed during the inspection standards at the end of Key Stage 1 are judged to be just satisfactory overall. This indicates a decline since the previous inspection. There is no difference in standards achieved by boys and girls. Physical education features strongly on the class timetables and is given a high priority within the curriculum. It covers dance, gymnastics, games and swimming. The school is making better use of the outdoor facilities in the winter months than it was during the last inspection. Year 1 and 2 pupils continue to attend the nearby swimming pool for lessons during the autumn and spring terms.
135. Pupils are encouraged to be aware of the effect of exercise on their bodies and how it contributes to their general health and well being. During a dance lesson pupils show some increasing control as they perform a Greek circle dance. Most pupils are able to link their movements but are not encouraged to evaluate and then refine their actions further.
136. Pupils enjoy physical education and work enthusiastically, co-operating well with each other. They are well behaved when the teacher ensures they are given clear instructions. They can listen well.
137. Teaching is satisfactory overall, but the quality varies. Satisfactory teaching ensures good use is made of the new music and movement tapes. The Greek dance tape used with Year 1 effectively adds to pupils' cultural development. Pupils listen carefully, follow instructions well and are able to complete the dance at the end of the lesson. Teaching is unsatisfactory when subject knowledge is inadequate and the pace of the lesson is slow and without sufficient challenge. Where teachers' subject knowledge is insecure there are missed opportunities to show pupils how their work could be further extended. Consequently more and more is packed into lessons with no focused development of pupils' skills and techniques as seen when pupils used bean bags during a games lesson. Teachers do not give the pupils enough time to reflect and offer views on their own and others' performance. The effect of this is that some pupils do not reach their full potential. Some lack of attention to safety by staff, regarding footwear, was brought to their attention in physical education lessons.
138. A session led by the learning support assistants for pupils with very specific special educational needs explored movement very well. These support staff used the newly acquired parachute as a very effective teaching aid. They encouraged confidence in pupils as they travelled over and under the swirling parachute.
139. The co-ordinator agrees that some teachers' subject knowledge is underdeveloped and this impinges on the quality of teaching throughout the school hindering progress. Some recent professional development has taken place but more is needed. Standards in physical education are not monitored throughout the school. There is a lack of sufficient rigour to ensure pupils build on prior experiences and develop skills in a systematic way.