

# INSPECTION REPORT

**ST GEORGE'S C OF E INFANT SCHOOL**

**AMERSHAM**

LEA area: Buckinghamshire

Unique reference number: 110424

Headteacher: Mrs A Hartt

Reporting inspector: Mrs Pat King  
7853

Dates of inspection: 25-27 June, 2001

Inspection number: 190003

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
School address:	White Lion Road Amersham Buckinghamshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Robert Luggar
Date of previous inspection:	14-18 October, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Pat King	Registered inspector	Art and design, English as an additional language, Equality of opportunity, Physical Education, Religious Education, Science.	The school's results and pupils' achievements, How well are pupils taught? How well is the school led and managed?
Mr Paul Widdowson	Lay inspector		Pupils' attitudes, values and personal development, How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr Tom Prosser	Team inspector	Design and technology, Geography, Information and Communication Technology, Mathematics, Special Educational Needs.	
Mrs Gay Wilkinson	Team inspector	English, History, Music, The Foundation Stage.	How good are the curricular and other opportunities offered to pupils?

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St George's is a voluntary controlled school with 117 pupils on roll of which 68 are boys and 49 are girls. 18 of these pupils are aged four and attend part-time. The school has changed significantly since the last inspection in 1996. The age of transfer to the middle school was altered from eight years to seven years in 1998, which means that there are no longer Key Stage 2 pupils in the school. This reduced the number on roll and the school is now smaller than average for a primary school. Extensive renovations have been made to the building and almost all members of staff have joined the school in the last three years. The school serves a socially mixed area but pupils come from favourable social circumstances overall. Attainment on entry is average in mathematics and reading and below average in writing and personal, social and emotional development. Three pupils have English as an additional language, which is a bit higher than in most schools. 12 pupils are eligible for free school meals, which is approximately 13 per cent of the school population and is broadly in line with the national average. 25 pupils are identified as having special educational needs, which is broadly in line with the national average. The percentage of pupils with special educational needs has risen steadily since 1997 when it was 16.8 per cent of the all pupils on roll. No pupils have a statement of special educational need, which is below the national average.

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

St George's Infant is a good school. The very effective leadership of the governors and headteacher results in staff and parents working in close partnership to provide pupils with a very supportive environment for learning. The good quality teaching in English, mathematics and science ensures that pupils make good progress within lessons across the school. Standards have shown a marked improvement in the last year at the end of Year 2. Overall the school offers good value for money.

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

- The leadership of the headteacher and governors gives a clear sense of direction to the development and improvement of the school.
- The quality of teaching in English, mathematics and science has a very positive impact on raising standards.
- The provision for pupils with special educational needs is good.
- The school promotes a strong sense of community in which all pupils and adults are valued and show respect for others and the environment.
- The successful partnership between the school and parents makes a significant contribution to the life and work of the school.

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

- The breadth and balance in the Foundation Stage;
- The role of the curriculum co-ordinators in promoting teaching and learning and standards across the school within all subjects of the curriculum;
- The opportunities which pupils have to become more independent and take more responsibility within their learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in October, 1996 the school has shown good improvement overall and in addressing the key issues within the last inspection report. Many of the areas for improvement were for Key Stage 2 and pupils of this age group are no longer in the school. Teaching and the provision for information and communication technology and physical education have shown good improvement. The school has maintained and extended its approaches to fostering good attitudes to learning. Pupils' behaviour is now good. Their independence in learning remains an aspect in need of development. Assessment procedures are used well to match work more closely to the needs of pupils so that the higher attaining pupils are now challenged to make good progress in English, mathematics and science.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			Similar schools	
	1998	1999	2000	2000	
Reading	D	C	C	C	well above average A
Writing	D	B	D	D	above average B
Mathematics	C	C	C	C	average C
					Below average D
					Well below average E

In the national tests in 2000 pupils' attainment in reading and mathematics was average when compared to similar schools. The percentage of pupils who reached the expected Level 2 was above average but the percentage of pupils who reached the higher Level 3 was well below average in reading and average in mathematics. In writing pupils' attainment in the tests was below average at Levels 2 and 3 and in science in formal teachers' assessment their attainment was well below average. Over the last five years improvements in standards in reading and mathematics have been in line with national trends. However, in writing they have not kept pace with national improvements. Pupils' attainment in the current Year 2 shows a marked improvement in mathematics, science and writing. Standards are above what is expected nationally in mathematics and science, with a high proportion of pupils reaching the higher Level 3. In reading and writing pupils' attainment is in line with what is expected nationally but the percentage of pupils reaching Level 3 is much higher than in 2000. These results show that the school is stretching the highest attaining pupils more successfully. The current Year 2 pupils have made mainly good progress during their time in the school. Standards in all other subjects of the National Curriculum are in line with national expectations. In religious education, they are satisfactory in relation to what is required in the locally Agreed Syllabus. The school has set targets for the pupils to achieve at the end of Year 2 in reading, writing, mathematics and science for the last two years and these were appropriately challenging given the pupils' attainment at the time of setting them. However, teachers have put in place some good strategies to meet the individual needs of these pupils and the targets have been exceeded in reading, writing, mathematics and science. The attainment in the current Year 1 indicates that standards are continuing to improve.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children in the Foundation Stage and pupils in Years 1 and 2 show good

	levels of interest in their work and apply themselves well overall to completing the tasks set.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. Pupils understand the school rules and are aware of the standards of behaviour expected of them. They demonstrate respect and care for each other both within classrooms and the playground.
Personal development and relationships	Relationships between pupils and between pupils and adults are very good. Pupils work very co-operatively together as a class and in small groups. They undertake responsibilities confidently within the classroom and in the life of the school, such as when they are members of the School Council.
Attendance	Attendance is satisfactory overall. Unauthorised absence is above the national average and this is due mainly to parents taking more than the permitted time allowed for holidays during term time.

## TEACHING AND LEARNING

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

*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.*

The quality of teaching seen was good in just over two-thirds of lessons. It was satisfactory in all other lessons observed, with one exception when the teaching was very good. The teaching of the basic skills of literacy and numeracy is systematic and pupils make good progress in their knowledge and understanding. Across the curriculum teachers organise lessons well, explain tasks clearly and manage pupils effectively so that lessons are purposeful and pupils concentrate and persevere to complete the tasks set. Occasionally, the teachers' expectations about how much work is to be completed when pupils work individually is not made clear enough and pupils' rate of work is too slow. A significant strength in the teaching is the teachers' use of questioning during the introduction and the final part of lessons, which helps all pupils to be involved in giving their ideas and opinions and extending their thinking. Teachers plan very carefully what pupils are to learn in lessons and share this with the pupils to focus their efforts on the main task. They use assessment effectively to plan work that matches the pupils' learning needs so that there is appropriate challenge overall for pupils of all levels of attainment. Teachers promote confident attitudes to learning but the teaching methods that they use do not provide pupils overall with sufficient opportunity to make decisions and choices to enable them to become more independent learners.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum for the children in the Foundation Stage is satisfactory overall. However, the children in the nursery do not have the same access to the Foundation Stage curriculum as children in the reception class. In Years 1 and 2 the curriculum is well balanced and includes all required subjects of the National Curriculum. It provides pupils with a range of interesting and relevant opportunities for learning



	through use of visits and visitors to the school and the provision of a good range of extra-curricular activities at lunch times and after school.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. It promotes good progress overall for these pupils and ensures that they share the curricular experiences of all pupils and take a full part in the social life of the school.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good. Teachers plan appropriately for their individual needs in lessons so that they participate fully. The classroom assistants give good additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' spiritual, moral, social and cultural development well within assemblies, the curriculum and in activities outside of lessons.
How well the school cares for its pupils	Members of staff know pupils' individual personal and social needs well and use this information to provide a very caring and supportive environment for learning. Health and safety and child protection procedures are good.

The school has a very effective partnership with parents, which is one of its main strengths. Parents are very supportive of the school. All members of staff value the significant contribution that parents make to pupils' learning and to many other aspects of school life.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher's leadership is very good. She ensures that members of staff have a shared sense of commitment to providing a caring and secure environment for learning, to promoting very good links with parents and the local community and to raising standards.
How well the governors fulfil their responsibilities	The governors work very closely with the headteacher to keep themselves well informed about the work of the school. They carry out their statutory responsibilities effectively.
The school's evaluation of its performance	The headteacher monitors the work of the school very carefully and uses the information gained to make decisions about priorities for school improvement. Recent evaluation of teaching and learning in literacy, numeracy and science has had a strong impact on raising standards. Evaluation of the school's performance by curriculum co-ordinators is not developed sufficiently to promote developments as fully in other subjects.
The strategic use of resources	The school uses its financial resources well. Learning resources are good and staffing levels are appropriate overall. The governors apply the principles of best value well by giving careful consideration to obtaining value for money and consulting staff appropriately when making financial decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils make good progress because teachers address their individual needs effectively.</li> <li>• The school is friendly and members of staff make parents feel welcome.</li> <li>• Pupils behave well and show care and respect for each other.</li> <li>• Parents are able to have regular contact with the headteacher who is willing to listen to and discuss parental concerns and suggestions</li> <li>• Pupils have the right amount of homework</li> <li>• The home/school book helps parents to communicate with teachers.</li> <li>• Lunch time and after-school clubs are good, with good use of specialist support.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are not easily able to interpret the information in pupils' annual reports.</li> </ul>

The governing body did not send a pre-inspection questionnaire to parents to gain their views of the school as one had been sent to them in December, 2000. The views of parents included are taken from the pre-inspection meeting and seven letters received from parents. The inspection team findings support the parents' positive views of the school. With regard to the pupils' annual report for parents, the inspectors judge them to be detailed and comprehensive. The teachers' handwritten comments are presented in a style that is easy for parents but the section of the report where boxes are ticked to correspond with pre-written text on what pupils can do, makes the report difficult to read and interpret.

### PART B: COMMENTARY

#### HOW HIGH ARE STANDARDS?

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

1 Attainment of most children on entry to the nursery is broadly in line with the national average except in writing and personal, social and emotional development in which it is below average. The children make good progress in communication, language and literacy, in mathematical development and in their personal, social and emotional development and by the time that they are ready to start in Year 1 most children attain what is expected for their age and some above. In knowledge and understanding of the world and in physical and creative development children make satisfactory progress and their attainment is in line with national expectations overall by the beginning of Year 1.

2 At the age of seven, pupils' attainment in the national tests in 2000 when compared to all schools nationally in reading and mathematics was close to the national average and in writing it was below average. In teachers' assessments in the same year, pupils' attainment was well below average.

3 When pupils' attainment in the national tests in 2000 at the age of seven is compared to similar schools based on the percentage of pupils eligible for free school meals, pupils' attainment at the expected Level 2 was above average in reading, below average in writing, average in mathematics and well below average in science. The percentage of pupils who reached the higher Level 3 in mathematics

was average, in writing was below average and in reading and science was well below average. This showed under-achievement of the highest attaining pupils.

4 Over the last five years improvements in standards in the national tests in reading and mathematics have been in line with national trends. However, they have not kept pace with national improvement in writing.

5 Pupils' attainment in the current Year 2 shows a marked improvement in mathematics, science and writing. Standards are above what is expected nationally in mathematics and science, with a high proportion of pupils reaching the higher Level 3. In reading and writing pupils' attainment is in line with what is expected nationally overall but the percentage of pupils reaching Level 3 is much higher than in 2000. These results show that the school is stretching the highest attaining pupils more successfully.

6 The current Year 2 pupils have made good progress overall during their time in the school in writing, mathematics and science and satisfactory progress in reading. In lessons observed during the inspection pupils made mainly good progress in these subjects in Years 1 and 2. At the end of Year 2 in mathematics and science pupils with special educational needs and the highest attaining pupils achieve well, with very little evidence of attainment below that expected for the pupils' age and a significant amount above. In English the highest attaining pupils and pupils with special educational needs also make good progress overall but pupils who attain just below the national expectation could be stretched further. The successful implementation of the National Literacy and Numeracy Strategies is having a very positive impact on standards. Pupils are acquiring the basic skills in reading, writing and numeracy systematically and are able to apply them well within other subjects, such as science, history and religious education. In mathematics, they have good calculation skills and make good use of mathematical vocabulary. In science, the emphasis on investigative work and on monitoring teaching and learning has supported improvements. Over the last three years there have been differences in the attainment of boys and girls. Girls' attainment has been higher than that of the boys in relation to the national average in mathematics. However, boys' attainment has been higher than that of girls when compared to the national average in English. Currently boys and girls make mainly good progress but comparisons between the gender groups are unreliable because of the significant gender imbalance in Year 2.

7 Pupils' attainment in information and communication technology is in line with national expectations at the end of Key Stage 1. Pupils are developing their confidence and becoming competent in all aspects of the learning programme. They are able to apply their information and communication technology skills satisfactorily within other subjects. This shows good improvement since the previous inspection, when attainment and progress in information technology were under-developed. This improvement is largely due to the introduction and use of a scheme of work and the increased confidence and enjoyment of staff in teaching the subject satisfactorily overall. However, the computers are not yet used regularly enough to promote pupils' progress fully.

8 In religious education, pupils' attainment is satisfactory in relation to what is required in the locally Agreed Syllabus. Pupils make appropriate progress in Key Stage 1 and by the end of Year 2 have good recall of Bible stories and can consider the feelings of the main characters. Pupils respond well to stories, including some of the Sikh faith traditions. Teachers' expectations are not always appropriate in terms of what pupils can complete in the time available and this results in much unfinished written work.

9 Standards in art and design, design and technology, geography, history, music and games are in line with national expectations. The school has recently introduced the Qualifications and Curriculum Authority guidance in these subjects to provide schemes of work. Teachers are using these schemes

effectively to support them in planning lessons that enable pupils to build satisfactorily on previous learning. However, their experience of implementing these guidelines is limited and they do not have thorough understanding of what they mean in terms of expected standards and time needed to complete units of work. As a result, pupils' progress is satisfactory across the key stage overall in the non-core subjects.

10 Pupils with special educational needs and English as an additional language make good progress due to the good support that they receive within classrooms.

11 The school has set targets for the pupils to achieve at the end of Year 2 in reading, writing, mathematics and science for the last two years and these were appropriately challenging given the pupils' attainment at the time of setting them. However, teachers have put in place some good strategies to meet the individual needs of these pupils and the targets have been exceeded in reading, writing, mathematics and science. The attainment in the current Year 1 indicates that standards are continuing to improve.

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

12 On entry to the school the children settle quickly into the nursery and show a good understanding of daily routines of the classroom. They co-operate well with each other and make choices confidently when taking part in organised play. They show good concentration when undertaking tasks led by the teacher and are keen to learn. In the reception class, pupils make good progress in their personal, social and emotional development. They show consideration for others and work together successfully in pairs and groups. They apply themselves well to the activities set by the teacher, even when working independently of an adult. They show increasing independence in changing their clothes for physical activities. Pupils' behaviour in the nursery and the reception class is good and relationships between the children and the children and adults are very good.

13 In Key Stage 1 pupils of all abilities, including those with special educational needs and English as an additional language, have positive attitudes to learning, which make a major contribution to the good progress which they make overall. Pupils enjoy coming to school and most find the work interesting and challenging. In lessons, most pupils are attentive and concentrate on the tasks that they are given. On a small number of occasions, however, when teachers' expectations are not made clear enough about the rate of work, pupils do not sustain concentration and apply themselves as much as they could when working individually. Pupils share resources willingly and work independently and collaboratively in pairs and in small groups, for example when playing games in physical education. Pupils generally participate willingly in discussions and answer questions enthusiastically, which enable the teacher to assess what they know and understand. At lunch times and after school, many pupils enjoy a good range of extra-curricular activities supervised by staff in which they demonstrate a good sense of responsibility when working and playing with others.

14 Behaviour is good in Years 1 and 2. There have been two fixed term exclusions in the last year, involving one pupil. In the classrooms pupils usually settle quickly to the tasks that they are given and show respect for each other and their teachers. At playtime pupils are lively and boisterous but there is no evidence of rough or aggressive behaviour, isolation or harassment. All pupils play happily together irrespective of gender, background or ethnic origin. At lunch times there is a friendly and sociable atmosphere in the dining room and the pupils are very well behaved.

15 Pupils have a clear understanding of right and wrong and are aware of the school's rules and the standards of behaviour expected of them. They consider the impact of their actions on their classmates and have respect for the feelings and beliefs of others. This is evident in the very good

levels of care and support that pupils generally show towards each other, for example on the ‘friendship bench’ in the playground.

16 Relationships between pupils and between pupils and adults in the school are very good. Teachers and other staff are always accessible and pupils feel secure to approach them with any problems or concerns they may have.

17 Pupils' personal development is satisfactory. Pupils have individual classroom responsibilities and older children help set up the equipment for assembly, give out the toilet tags at playtime and set up the play equipment at lunch times. They accept these responsibilities confidently and carry them out sensibly. The School Council that meets monthly allows pupils to put forward ideas as to how the school can be improved. Every class is represented on the Council and it gives pupils a sense of contributing to decisions that affect school life, for example the Council recently initiated the re-painting of the toilets with murals. When given the opportunity to show initiative in their learning, pupils do so very readily, such as when a group of higher attaining pupils extended a task involving doubling and halving numbers in numeracy to uneven numbers to make the task more challenging. However, overall pupils have too few opportunities to make choices and decisions in their work to extend their independence in learning.

18 Attendance is satisfactory overall, which shows improvement since the last inspection when it was below the national average. There have been no exclusions. Unauthorised absence remains above the national average.

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

19 The quality of teaching seen was good in just over two-thirds of lessons. It was satisfactory in all other lessons observed, with one exception when the teaching was very good. This shows good improvement since the last inspection when there was some unsatisfactory teaching in Key Stage 1.

20 In the Foundation Stage, which includes the reception and the nursery classes, the quality of teaching is good overall and promotes good progress in pupils' personal, social and emotional development and in aspects of communication, language and literacy and in mathematical development. Teachers have good relationships with the children and organise the activities carefully so that the children are clear what they have to do, particularly in literacy and numeracy lessons. The adults in the nursery class and those in the reception class work closely to provide a high level of support within the teacher-led tasks. Teachers' planning is detailed but the planning for, and organisation of, play mean that it is not used as effectively as it should be to promote children's learning across the curriculum. Adults' focused observations are used as part of assessment across the curriculum and in the reception class the teacher uses these to set learning targets to help the children to improve.

21 The quality of teaching in Years 1 and 2 was good in just under six out of ten lessons seen. In other lessons it was satisfactory, except for one lesson which was very good. Most lessons observed were in literacy, numeracy, physical education and religious education. It was not possible to observe any lessons in art and design and design and technology and few in science because of the way subjects are taught for blocks of time during the year. Judgements about the quality of teaching are based on lessons observed and scrutiny of pupils' work and teachers' planning. It was not possible to make a judgement about the quality of teaching in music and design and technology because there was little evidence of past work and the subjects were not taught during the inspection days.

22 The quality of teaching is good in literacy, games, geography, history, mathematics and science. It was satisfactory in art and design, information and communication technology and religious

education. Teachers have good subject knowledge and teach the basic skills thoroughly, particularly in literacy and numeracy. They organise lessons well so that all resources are readily available to the pupils. They explain the tasks very clearly so that pupils understand what they have to do and settle quickly to individual or group work. Strong features of the teaching are the teachers' skilful use of questioning and subject specific language and their clarity about what pupils are to gain from lessons. Teachers' questioning helps pupils to extend their awareness of what they know and to make links with earlier learning. The explanation of the learning objectives ensures that pupils know what they are working to achieve. Teachers often return to the objectives during the lesson to focus the pupils' attention and at the end of the lesson as part of involving pupils in assessing what they have learned.

23 Teachers use assessment effectively and generally match the work to pupils' needs so that there is appropriate challenge for the highest attaining pupils and pupils with special educational needs to make good progress. They use stickers extensively to motivate pupils to behave well in lessons and to work hard but these are sometimes given too readily when pupils are not demonstrating particular effort. Teachers teach pupils individually or within groups throughout lessons to ensure that they build on their understanding and work at a good pace. They make effective use of the classroom assistants and learning support assistants to ensure that pupils with special educational needs and English as an additional language are well supported.

24 Teachers generally have high expectations of pupils in relation to behaviour and the quality of work to be produced. Occasionally in literacy and numeracy the lack of clarity of how much work is to be completed in the time available results in pupils working at too leisurely a pace. The main teaching style includes whole-class questioning followed by individual or group completion of a prescribed task, which in most subjects involves written recording. This approach provides pupils with a clear structure to their work but does not offer them sufficient balance in their learning styles across the curriculum. For example, teachers do not often provide opportunities for pupils to record their work in a variety of ways and make choices and decisions about materials and equipment to be used. This results in religious education in too much unfinished work because pupils have insufficient time available within the session. In physical education, art and science teachers often ask pupils to evaluate their work such as 'what makes a good throw?' or 'I could improve my work by.....' The approach in these lessons helps to encourage pupils' independence and the taking of responsibility within learning.

25 Teachers mark pupils' work regularly and positively. Some teachers write comments to help pupils to know how to improve their work against the targets set for them but this approach is not yet consistent across the school. They make good use of homework to support and extend the work of the classroom, particularly in literacy and numeracy.

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

26 The quality and range of the curriculum for the children in the Foundation Stage are satisfactory overall. Provision is based on national guidelines called Early Learning Goals with an appropriate emphasis upon personal, social and emotional development, literacy and numeracy. Planned activities in both the nursery and the reception class provide appropriate support for children's learning in the Foundation Stage curriculum, although the lack of precise learning objectives for, and adult involvement in, free play lessens the effectiveness of these activities. The varied approaches to long-term planning make it difficult to ensure that all the aspects of the Foundation Stage curriculum are covered appropriately in the nursery.

27 The curriculum for pupils at Key Stage 1 is broad and balanced and meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. This is an

improvement since the previous inspection. The National Literacy Strategy is incorporated well into curriculum planning and is reflected in the structure of literacy lessons. It is increasing pupils' confidence and interest in reading. Pupils' literacy skills are developed appropriately in other subjects throughout the school, for example reading for information and writing for a range of purposes in science and history. The National Numeracy Strategy has been implemented successfully and has increased pupils' competence in numeracy. An appropriate emphasis is placed on literacy and numeracy as part of the school's initiative to raise standards. Curriculum planning provides pupils with an appropriate range of interesting and relevant opportunities and the overall time allocated to subjects is appropriate. Teachers make good links between subjects through the use of topics.

28 The curriculum includes satisfactory provision for personal, social and health education (PSHE). Sex education, drugs awareness and health education are addressed through the science curriculum or informally as opportunities arise. Assemblies and class discussions such as 'Circle Time' are used effectively to encourage pupils to think about issues such as caring for and sharing with others and taking responsibility.

29 The curriculum is socially inclusive and provides equality of access and opportunity for all pupils to learn and make progress. Pupils with special educational needs and those with English as an additional language have equal access to all aspects of the curriculum. The arrangements made for them in the classrooms, where they are well supported by the classroom assistants, promote and maintain their interest in their work. As a result they make good progress. The school offers a good range of lunchtime and after-school activities, including country dancing, computer, Internet, recorder, art and sports. Teachers and parents run these voluntarily. The school makes good use of a range of visitors, including parents, artists and performers and pupils make visits to places of interest within the local community, such as the public library and museum and further afield. These experiences both support pupils' social development and enrich the curriculum.

30 The school has developed good links with the community, other schools and other forms of pre-school provision. Pupils visit the local church regularly and the vicar and other church workers visit the school to lead assemblies and join in with the life of the school. Members of the local community support work in history and pupils' progress in reading, and parents assist teachers regularly in the classroom. The local policeman visits frequently to contribute to pupils' work in PSHE. Good links with other local schools support both the pupils' preparation for the next stage in their education and curriculum development. For example, the school has worked with the junior school to which the pupils transfer to develop a shared handwriting policy. Links have been made with local industry and these make good contributions to the curriculum. Good links with further and higher educational establishments mean that pupils benefit from the contribution made by students.

31 Provision for pupils' spiritual, social and cultural development is good. The school promotes pupils' spiritual development well and reflects fully the school's mission statement. The daily act of collective worship provides positive opportunities for spiritual development through opportunities for personal reflection and prayer and the regular celebration of pupils' achievement. Teachers make good use of stories, role-play, song and music and these activities provide opportunities for pupils to reflect on their own lives, attitudes and feelings and experience a sense of awe and wonder at the joys and mysteries of the world.

32 Provision for pupils' moral development is good. The school's behaviour policy places a strong emphasis on positive rewards and praise and this, together with individual classroom codes of conduct, which pupils draw up with their teachers, makes a significant contribution to promoting pupils' moral development. Teachers show pupils the difference between right and wrong and place a high value on truth and honesty. Members of staff provide positive role models by demonstrating respect and care for others and commitment to their work. As a result of these approaches, pupils'

understanding of right and wrong is good and the school is a calm and orderly community. Stories and themes covering moral issues are used regularly in collective worship and literacy lessons.

33 Provision for pupils' social development is good. Teachers and support staff set a good example to the pupils through their work as a mutually supportive team. In all classes pupils are provided with some opportunities to take responsibility, which they accept willingly. They work well together in collaborative tasks. They play harmoniously together in the playground at break times. The weekly 'Caring Theme' that is followed both within assemblies and the classrooms, the use of the playground 'friendship bench' and planned work in classes on personal and social development is making a good contribution to the development of pupils' self-esteem and social maturity. The school participates in fund-raising for charities, both local and international, and these activities encourage pupils to think about their place in the community as well as the wider world.

34 Pupils' cultural development is good. Pupils make visits to places of interest and a wide range of visitors, including artists and performers, contribute to pupils' cultural development within school. In art and design pupils study the work of western and non-western artists. In religious education they learn about world faiths and religions. The school is actively involved with a charity that is working with street children in Latin America. These arrangements make a good contribution to pupils' awareness of both their own and other cultures. This awareness is promoted further by activities in history and geography and the opportunity to learn French in an after-school club.

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

35 The school provides a safe and caring environment for children in the Foundation Stage and pupils in Key Stage 1, which creates a good climate for learning. A detailed health and safety policy is in place and there are regular inspections of the school. The governing body monitors any issues for action arising from these checks. The caretaker is responsible for the maintenance and cleaning of the school and his hard work and dedication are evident in the appearance of the buildings. Clear procedures are followed for recording and dealing with accidents and parents are always kept informed of all incidents that happen in school.

36 The school has an effective child protection policy that follows the Local Education Authority's agreed procedures and there is a named member of staff responsible for child protection. Some written guidelines are available to help staff to recognise pupils who might be at risk but child protection has not been covered recently as part of staff training.

37 The school procedures for promoting good behaviour work well, although there is a tendency for stickers to be given out too frequently by class teachers when pupils are not making any special effort, which reduces their impact. For particularly good behaviour and work, pupils receive a headteacher's sticker which is worn with pride. Additionally, there are annual awards for consistently good behaviour, effort and achievement, which reinforce the school's aims and are valued by pupils.

38 Pupils, parents and staff do not perceive bullying as a problem and any reported incidents are dealt with quickly and effectively.

39 Registration procedures are efficient and the school secretary monitors attendance effectively. The school works closely with the education welfare officer, parents and pupils to improve levels of attendance and punctuality and the attendance rate has improved slightly since last year. Pupils are required to sign a 'late book' if they arrive in school after the registers have been returned to the office. The high rate of unauthorised absence is mainly due to parents taking more than the permitted time



allowed for holidays during term time and a small minority of families whose children have attendance problems.

40 The school provides effective support and guidance for its pupils, including those with special educational needs and those with English as an additional language. In the Foundation Stage the teacher and support staff place appropriate emphasis on promoting the children's personal, social and emotional development. They establish classroom routines and relationships that promote a secure and safe environment for learning. In Key Stage 1 a planned programme of personal, social and health education within the curriculum and circle time is used effectively to enable pupils to discuss a range of issues, such as caring for others, often following the assembly theme for the week. The police liaison officer makes regular visits to school to talk to the children about protective behaviour and there are very good links with outside support agencies.

41 Teachers know the pupils well and monitor their personal development effectively. Pupils' annual reports contain appropriate information about pupils' personal and social development.

42 Assessment and testing procedures across the school are good and are applied consistently. Information from these procedures is used to inform lesson planning, which includes the identification of learning objectives that are shared with pupils at the beginning of lessons. This is an improvement since the previous inspection.

43 In the nursery, baseline assessments provide early identification of pupils with special educational needs and information to group children for teaching. These tests are repeated when children transfer to the reception class when the children also do a reading test. The results are used to set targets in literacy and mathematics for the reception class children. In addition, children's progress in literacy and numeracy is checked regularly and recorded and children's learning across the other areas of the Foundation Stage curriculum is observed and recorded. Assessment findings are used in the Foundation Stage to inform further planning and to support individual children's progress.

44 All pupils with special educational needs benefit from the school's good arrangements for assessment overall. Consultation takes place between the special educational needs co-ordinator and all teaching and support staff so that all relevant adults are aware of the pupils' learning needs. This results in all adults working well together in classrooms to support these pupils. Individual education plans are in place but many of the targets listed are not detailed or precise enough to enable staff to evaluate progress over short periods of time. Arrangements for annual reviews conform to Code of Practice requirements.

45 In Years 1 and 2 formal assessment arrangements are good and procedures are comprehensive. Pupils' attainment is tracked from entry to the school to the end of the key stage. Termly assessments are made of pupils' attainment and progress and pupils' work is marked and then levelled as part of a whole-staff moderation activity. These inform both planning and teaching. Assessment information also informs the setting of individual pupil short-term learning targets in English and mathematics and predictions for pupils' attainment at the end of the year. All pupils are formally tested in reading annually and spelling is assessed termly. The school is in the process of developing a portfolio of assessed work to support teachers in making future assessments. The headteacher and governors analyse statutory assessment test results and identify both individual and year cohort progress to make judgements about the effectiveness of the school.

46 The school has recently introduced a new marking policy that contains clearly expressed principles and procedures and this is just beginning to guide teachers' marking practice. The school's assessment, recording and reporting policy reflects the current good practice in the school.

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

47 The school has a very effective partnership with parents, which has a significant effect on the quality of learning and the progress that pupils make. Parents are very supportive of the school and feel that their children receive a good education in a safe and caring environment.

48 In the Foundation Stage parental involvement is encouraged through regular newsletters as well as the initial induction procedures. The relationships between teaching and non-teaching staff and parent helpers are good and make a good contribution to the well-being of the children. The school has developed satisfactory induction procedures to support children and their parents on children's entry to the reception class. There are good links between the school and the playgroup that is based in the nursery classroom each afternoon and these contribute well to the induction of children into the nursery.

49 The school provides very good quality information to parents through the prospectus, the governors' annual report to parents and regular newsletters. Parents are informed of the topics to be covered each term, which enables them to support their children at home. There are regular consultation meetings with parents, including the opportunity to discuss pupils' annual reports. The school also organises regular meetings with teachers in the year groups and coffee mornings with the headteacher, which parents value. Parents are welcome at any time to discuss their children's progress with staff. Pupils' annual reports give parents a good indication of what their children know and understand and of the progress that they make. They contain targets set for pupils, which indicate how pupils can improve. However, the style of the reports where boxes are ticked to correspond with pre-written text on what pupils can do, makes the report difficult to read and interpret.

50 Parents of pupils with special educational needs are involved appropriately in twice-yearly reviews and target setting and receive a written copy of individual education plans.

51 The school's links with parents are very effective. A significant number of parents are actively involved in the classroom helping with reading and supporting group work. Parents also help in the library and the garden. Parents generally support their children at home by helping with homework, which has a significant impact on the progress that pupils make. Parents make good use of the Home Contact Book and the Reading Records Book, which provide effective communication between home and school. The school values the support that parents give to their children's learning.

52 An active parent teacher association raises £5,000 annually through a range of social and fund-raising activities held throughout the year and thus helps the school with the purchase of equipment and improving facilities. The association allocates money every year to maintain the information and communication technology equipment and recent purchases have included a new stage for the hall, picnic tables and classroom furniture. The contribution to the school is significant and valued by the staff.

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

53 The headteacher who has been in post for about two years provides very good leadership. She works closely with the staff to provide a very calm and secure atmosphere for learning in which relationships between pupils are very good. She promotes very good links with parents and the community and leads the staff effectively in raising standards and improving the quality of teaching. She has a clear view of the aspects of the school that are in need of further improvement and these are stated precisely in an effective school improvement plan. She works with the governing body and staff

to put in place strategies to achieve the planned priorities and has been successful in meeting targets set in the improvement plan for the last year.

54 Despite having many recently appointed members, the governing body is well informed about the school's strengths and areas for improvement. It fulfils its statutory responsibilities well. Governors receive regular reports about the implementation of the curriculum and the standards that pupils reach. The governors with specific responsibilities for literacy and numeracy have kept themselves well informed about the implementation of the national initiatives through visits to the school and discussions with curriculum co-ordinators. The governor who has oversight of special educational needs has had regular contact with the special educational needs co-ordinator so that he is knowledgeable about the provision and is gaining an overview of the progress that pupils with special educational make. Overall the governors are supportive and very well informed which ensures that they are able to monitor the work of the school closely and assist the headteacher and staff in planning for school improvement and in checking the impact of actions taken on the work of the school.

55 At the time of the last inspection the monitoring and evaluation of the curriculum were under-developed. The improvement since that time has been satisfactory. The headteacher monitors the work of the school carefully. She observes teaching and learning in the classrooms, analyses the national test results and other internal test results very systematically. She uses the information gained from these procedures to help teachers to develop professionally and to make decisions about whole-school priorities for improvement. Her success in the use of these strategies is evident in improvement in standards at the end of Year 2 this year. The curriculum co-ordinators are aware of their subject responsibilities, which are wide ranging because of the size of the school. They have produced action plans with appropriate priorities for improvement and are able to account for progress made in meeting these. The co-ordinator for science has been very successful this year through staff training and observation of teaching to raise standards considerably in the subject. The same co-ordinator has also developed the resources and the provision for information and communication technology in the last two years. The headteacher has prepared an outline programme for curriculum co-ordinators to monitor teaching and learning during the next academic year. However, the strategies for observation of lessons and for scrutiny of pupils' work are not yet developed enough and curriculum co-ordinators are in need of further training. The headteacher is aware of this and is planning training for the next educational year.

56 The co-ordinator for special educational needs manages the provision for special educational needs effectively. She ensures that the Code of Practice is met and that pupils with special educational needs are identified early and given appropriate support to meet their needs. The co-ordination of the Foundation Stage is undertaken only informally. The co-ordinator has insufficient opportunities to teach the children in the nursery class and to monitor the provision, in which there are weaknesses to be addressed as a priority.

57 Financial planning is good. The governors are very active in managing the school's finances and, with the headteacher, have given careful consideration to matching the money available to meet the school's identified priorities. This shows improvement since the last inspection when spending was not linked sufficiently firmly to areas for improvement in the school development plan. The school makes good use of all grants available, such as the funds allocated for special educational needs provision and for staff training. The governors apply the principles of best value well. Administrative procedures are very good and support the smooth running of the school. The secretary manages the finance well on a daily basis and provides the governors with appropriate information to monitor expenditure regularly.

58 The school has a sufficient number of teachers for the numbers of pupils on roll. They are suitably qualified and experienced for this age group. Significant teaching staff changes have taken place in the last two years in teaching, administrative and educational support staff. The support given

to new teachers to the school is good through shared curriculum planning and through teachers working together as a whole-school team, for example to moderate assessments of pupils' progress and attainment. Performance management procedures recently introduced nationally are well organised and staff training is closely linked to school priorities for improvement. Members of the learning support staff are suitably trained and experienced. They are deployed well to meet the needs of the youngest pupils in the nursery and in the reception class and those who have special educational needs or English as an additional language in Years 1 and 2.

59 The quality, range and quantity of learning resources are good overall. English resources to support literacy hour activities are good and are used well. They include a good range of guided reading books, individual graded reading books and a variety of fiction and non-fiction books to support whole-class literacy activities. In addition, there is a separate range of graded home reading books as well as a book stock that is specifically used for the Reading Project. The school library contains a good range of fiction arranged alphabetically and non-fiction that is Dewey referenced from which all pupils can borrow books. Resources for mathematics are very good in range, quality and quantity to meet what is required in the National Numeracy Strategy. Art and design, physical education and science resources are good. Resources for information and communication technology are good but are not used regularly enough. Resources for geography, design and technology, history and music, the Foundation Stage and special educational needs are satisfactory overall. Subject resources are appropriately organised and accessible. They are stored in central resource areas, labelled carefully and linked to areas of study.

60 The accommodation is very good and allows the curriculum to be taught effectively. The old building, which contains classrooms, the information and communication technology room and the library, is in good condition and has recently had the doors and windows replaced. The school has a new purpose-built hall, which provides very good accommodation for physical education, drama, music and assemblies and there is a separate dining hall. Two new classrooms provide good accommodation for the reception and nursery classes. All the classrooms are spacious and have well presented displays of work to recognise pupils' achievements. Outside there is a large playground that has recently been resurfaced and which provides a stimulating environment for play, with traditional playground games and outdoor play equipment. The grounds are very attractive and well maintained and include a large sports field, a pond and wild life area and a number of picnic tables which are situated on the grassed areas around the playground under the trees. The sitting out areas were used during the inspection for the younger children to have their mid morning break and for some lessons to be held outside in the cool on a day when temperatures made working in the classrooms very uncomfortable. The staff room and medical room are housed in the old Horsa building which, although due for demolition in the near future, is still in a good state of repair

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61 To build on the school's improvements since the last inspection particularly in raising standards and improving the quality of teaching, the headteacher, governors and staff should:

- (1) improve the curriculum balance in the Foundation Stage by:  
simplifying the existing planning structures to ensure greater coherence to the curricular provision;  
ensuring that all pupils in the Foundation Stage have access to a similar curriculum within the time available;  
improving the role of play as a process in young children's learning. (paragraphs 20,26,55,69,70,72)
- (2) improve the role of the curriculum co-ordinators in promoting teaching and learning and standards across the school within all subjects of the curriculum by:  
providing a comprehensive training programme for curriculum co-ordinators in the range of available strategies for monitoring and evaluation;  
providing a regular and carefully balanced programme of self-evaluation which includes active involvement of all co-ordinators. (paragraphs 55,74,83,90,101,108,112,121,130)
- (3) increase the opportunities that pupils have to become more independent and take more responsibility within their learning by:  
providing them with more opportunities to undertake independent research, to make choices in materials and methods of presentation and to evaluate their own progress. (paragraphs 17,24,69,89,97)

62 In addition to the key issues, the school should consider the inclusion of the following less important weaknesses in the action plan:

- i) ensuring that all lessons have good pace, particularly when pupils work individually;  
(paragraphs 13,24,88,89,129)
- ii) ensuring that the marking policy is implemented consistently across the school.  
(paragraphs 25,83)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3.6	67.9	28.5	0	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)	18	99
Number of full-time pupils eligible for free school meals	0	12

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR–YR
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	24

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.4
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***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000[99]	11[22]	22[15]	33[37]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	10[19]	9[17]	10[16]
	Girls	20[13]	19[13]	22[12]
	Total	30[32]	28[30]	32[28]
Percentage of pupils at NC level 2 or above	School	[91] [86]	[85] [81]	[97] [78]
	National	[83] [82]	[84] [83]	[90] [87]

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	10[19]	10[17]	10[19]
	Girls	20[10]	20[12]	17[13]
	Total	30[29]	30[29]	27[32]
Percentage of pupils at NC level 2 or above	School	[91] [86]	[91] [86]	[82] [86]
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	72
Any other minority ethnic group	0

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

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

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	19.8
Average class size	24.5

**Education support staff: YR–Y2**

Total number of education support staff	3
Total aggregate hours worked per week	47

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	30
Number of pupils per FTE adult	18:1

*FTE means full-time equivalent.*

**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	2	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.*

**Financial information**

Financial year	1999/2000
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	£
Total income	212,299
Total expenditure	201,409
Expenditure per pupil	1.901
Balance brought forward from previous year	6,690
Balance carried forward to next year	17,589



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**

63 Children are admitted into the nursery class at the beginning of the term following their fourth birthday and all children have two terms in this class. They transfer into the reception class at the beginning of the term in which they become five. All children attend the nursery class part-time and attendance becomes full-time on entry to the reception class. Baseline assessments are carried out during the first half of the term following admission into the nursery and again during the first half of the term following admission into the reception class. Baseline assessments on entry to the nursery indicate that the attainment of the majority of children on entry to the school is broadly in line with the national average except in writing and in personal, social and emotional development in which it is below. By the time that they are ready to start in Year 1 most children will attain the expected standards for the age group, the Early Learning Goals, and some children will exceed them. The standards reported at the previous inspection have been maintained

**Personal, social and emotional development**

64 Both the nursery and the reception classes give appropriate attention to children's personal, social and emotional development and the quality of teaching is good in this area of children's experience. By the time they end the reception year children will achieve the Early Learning Goals in this area and they make good progress in this aspect of their development. In the nursery class most children have settled well and show a good understanding of daily routines such as snack time and playtime. They sit quietly and are attentive during such activities as assemblies, registration and whole-class sessions, sometimes for extended periods of time. They are ready to answer questions and suggest ideas during whole-class and group discussions and listen carefully to, and follow, instructions appropriately. They talk about themselves and the things that interest them with each other and with both known adults and visitors. For example, when making a collage 'quilt' they talked readily about their homes to the parent helping them. They make confident choices about what they will do during free play and co-operate well with each other. They persist at teacher-directed tasks with good concentration and perseverance and the most able work confidently without support from an adult. They tidy up sensibly when asked.

65 In the reception class children show a good understanding of classroom rules and routines and respond quickly and sensibly to the teacher's directions. They show consideration for others in their activities. For example, when they go to the computer suite they line up and walk quietly so that they do not disturb pupils in other classrooms. They are sensitive to each other's needs and are ready to help each other. For example, when one child did not know what to do when something had been spilt, another child readily volunteered to show him. They co-operate well in both pairs and small groups and most take turns happily. They work well and with good concentration on teacher-directed tasks even when they are not directly supervised and are eager to join in new activities. They talk readily to each other and to the teacher about what they have done. They take responsibility for most aspects of undressing and dressing themselves and put their clothes away tidily so that they can find them easily when changing again. Well-established rules for behaviour in both classes, together with the good role models provided by the adults, make a significant contribution to the children's good behaviour.

**Communication, language and literacy**

66 By the time they complete the reception year the majority of children will achieve the early learning goals in this area and some will exceed them. The quality of teaching is good and children

make good progress. An appropriate priority is given to the development of children's language and literacy skills in both the nursery and the reception class. In the nursery class the children enjoy sharing personal news to which the adults listen with interest. They exchange ideas and comments readily about what they are doing as they play together, and they listen attentively to adults and each other. They are developing a sound sense of phonics through learning the sounds of individual letters and many can identify the sounds at the beginning of words and give other words that begin with the same sound. They listen to stories and rhymes and join in with story refrains, such as that in 'The Gingerbread man', and nursery rhymes with obvious pleasure. Some can recall the events of a well-known story in the correct sequence. They are learning how to form letters correctly and the most able can correctly identify and write letters that represent the initial sound of given words. They can compose simple stories and many can copy underneath an adult's writing with reasonable fluency and accuracy.

67 In the reception class an appropriate emphasis is given to the development of early reading skills through well-planned activities based on the National Literacy Strategy. In class and group activities the children listen attentively and make appropriate responses to questions and instructions. When answering questions or making comments they speak confidently and clearly and many have a wide vocabulary. The majority of children know all the letter sounds of the alphabet, although some are less secure in their knowledge of letter names. They can predict words in a text using their knowledge of rhyme and can correctly suggest other words that have a similar rhyming pattern. They can build and write simple rhyming words successfully. They continue to develop their handwriting skills and the majority form letters correctly when either copying or doing their own writing. When directed to write, most children can write a simple sentence. The highest attainers can write several sentences using capital letters and full stops correctly and consistently and use their phonic knowledge to write unfamiliar words. Others are able to copy write a sentence accurately and most are beginning to write some single words correctly. The majority can write their first names legibly and correctly. All the children in the reception class take books home to read with their parents, as well as words to learn, and are also heard to read in school, with records kept of their progress. The highest attainers are able to read simple texts using both their knowledge of the appearance of key words and their phonic skills to do so successfully. Many of the play activities, such as role-play, have the potential to provide further opportunities for the development of the children's language and literacy skills. However the absence of precise learning objectives for these activities, and in the reception class the limited adult involvement in children's play, means that these opportunities are often not used as well as they should be.

#### Mathematical development

68 By the end of the reception year most children will achieve the Early Learning Goals for this area and some children will exceed them. Overall they make good progress. An appropriate priority is given to children's mathematical development in both the nursery and the reception class and the quality of teaching is good. In the nursery class the emphasis is upon oral and practical activities that help the children develop an understanding of number, shape and pattern and comparison of length, weight and volume and the appropriate mathematical language to describe their experiences. In their play with a variety of materials, they can make comparisons such as longer and shorter or heavier and lighter. They are learning the names of simple two- and three-dimensional shapes and developing an understanding of their different properties. Through such activities as number rhymes, they count forwards and backwards to ten and are beginning to develop an understanding of simple addition and subtraction. In the reception class the planned numeracy activities based on the National Numeracy Strategy have clear learning objectives. This linked to the teacher's use of mathematical language and appropriately challenging questions provides good opportunities for mathematical development. The children count confidently forwards and backwards to ten and beyond and recognise and write numbers to ten. The majority of children understand the concepts of addition and subtraction and the most able

can add numbers mentally beyond ten and record addition and subtraction operations to ten. They recognise coins to 10p and most can suggest different ways to make 10p. The highest attainers can add different combinations of coins mentally. For example one child was able to describe a group of coins as '10p+10p+10p+1p=31p. They can make comparisons between objects relating to size and weight and record their findings. They can sequence events such as the days of the week in the correct order.

### **Knowledge and Understanding of the World**

69 In both the nursery and the reception class, knowledge and understanding of the world is taught through appropriate topics and the quality of teaching is satisfactory. By the end of the reception year most children will achieve the Early Learning Goals for this area and they make satisfactory progress overall. In the nursery they talk about themselves, their families and important events in their lives, such as birthdays and the customs that are attached to special celebrations. Through their topic on bears they are beginning to learn about some of the behaviour of bears by building a cave and pretending to hibernate. Through play with sand, water, paint and dough they are learning how different materials behave and how they can be changed through the addition of other materials, as for example adding water to sand to make 'porridge'. In the reception class they are learning about different forms of transport and how they move. For example, in a teacher-directed activity, they enjoyed making simple sailing boats and testing them on water to see whether the size of the sail made a difference to how fast they went as well as experimenting with different materials to see whether they floated or sank. They use the computer suite regularly and are able to log on and off successfully. They can use the mouse to select items to create patterns and pictures and can print these. They know how to program the 'Roamer' to perform specific movements. They use tools and equipment purposefully and safely. The emphasis upon children doing things in a particular way, as for example in the making of the simple sailing boats, limits their opportunity to think and find things out for themselves.

### **Physical development**

70 By the time they leave the reception class, the majority of children will achieve the Early Learning Goals for this area of development. The quality of teaching is satisfactory and children make sound progress. In the nursery they have daily opportunities for outdoor activity both at playtime and during outdoor play. They use wheeled toys with good control, avoiding each other and other obstacles with confident ease. They enjoy boisterous play using 'soft play' construction shapes. In the reception class the children enjoy opportunities for physical activity in the hall and work well in these lessons. They are beginning to understand how their bodies work and the need for care through warm up and cool down activities. They respond quickly to instructions and are attentive to the teacher's suggestions. They use space well, showing appropriate awareness of others around them. They run, jump and skip with confidence and control. They respond enthusiastically to opportunities to move to music, for example as when they portrayed the movements different vehicles might make. However, opportunities to think about how they might improve these movements or to create their own imaginative movements were limited. The present organisation of the Foundation Stage makes it difficult for the reception class to have access to the secure outdoor area that leads off from the nursery class. At present these children do not have opportunities to experience and develop the full range of physical movements and skills except at playtime. The children handle a variety of tools well, including pencils, crayons, brushes, glue spreaders and scissors and are taught how to use these safely and with control.

### **Creative development**

71 By the end of the reception year the majority of children will achieve the Early Learning Goals for this area. The quality of teaching is satisfactory and children make sound progress. In the nursery

they have regular opportunities to draw, paint and use a variety of materials, including fabrics, to make pictures and patterns. For example, they explore colour and texture as they use different papers to make 'bedspreads' to illustrate the rhyme 'Ten in the Bed'. They use tools, such as glue spreaders and scissors, with satisfactory control. They enjoy singing simple rhymes and join in with all the actions enthusiastically. They have opportunities to play untuned percussion instruments and are beginning to recognise that sounds can be changed in a variety of ways. In the reception class they can use their knowledge of percussion instruments to match individual instruments to particular vehicles and can play the instruments correctly. They are learning how to join a range of found materials as they build different vehicles. They use paint and crayon to illustrate aspects of their work.

72 In the nursery the curriculum is provided through a balance of adult-directed activities and free play. In the reception class there is a greater emphasis upon adult-directed activities, with opportunities for free play either being given when directed tasks have been completed or occurring alongside directed activities relating to topic work. In both classes the curriculum is based on national guidance called the Early Learning Goals and the National Literacy and Numeracy Strategies. The nursery nurse does all the planning for the nursery and the co-ordinator who teaches the reception class is responsible for all the planning for that class. The co-ordinator and the nursery nurse have regular opportunities to discuss weekly planning and also to discuss long-term planning, particularly with regard to the selection of topics. A variety of different planning approaches are used in long-term planning and this, together with the part-time nature of provision in the nursery makes it difficult to ensure that all aspects of the Foundation Stage curriculum receive sufficient weight in this class. Both medium- and short-term planning identify learning objectives related to different activities, although these do not always have an appropriately specific learning focus that could support and inform teaching. The separate planning for play, that includes both provision such as 'sand' and activities such as 'snack time' and 'emergent writing' does not always lead to play being effectively used within the different areas of the curriculum to support and promote learning.

73 The quality of teaching in the reception class is never less than satisfactory and is more often good. Relationships with all the children are good and the reception class is well managed and organised, particularly in literacy and numeracy lessons. Effective use is made of the learning support assistant whose good support promotes children's achievement. The quality of teaching in the nursery is good. The nursery nurse who works with the nursery children knows all the children well and the good relationships that have been established support children's involvement in all the activities that are provided. She is well supported by the learning support assistant. The management of children in both classes is good. Baseline assessment provides early identification of pupils with special educational needs and is also used to inform pupil grouping and planning. On-going records are kept of children's progress in each of the six areas of learning but these are only used in the reception class to set learning targets for each child.

74 A sound policy offers some overall guidance on the provision for the age group based on government guidance for the Foundation Stage but there is no scheme of work to inform curriculum planning. Co-ordination of the Foundation Stage is not sufficient to ensure consistency of approach across the nursery and reception classes. The co-ordinator does not monitor planning or teaching and learning in the nursery class.

## **ENGLISH**

75 In the national tests in 2000 when compared to all schools nationally the percentage of pupils reaching Level 2 or above in reading was close to the national average but below the national average in writing. Comparison with schools with pupils from similar backgrounds shows that in 2000 the number of pupils who reached Level 2 or above in reading was above average but the number of pupils

reaching Level 3 or above was well below average. In writing when compared to similar schools the proportions of pupils reaching Level 2 and Level 3 was below average. Trends over the period 1996 to 2000 indicate that standards in reading have been maintained in line with the national trend but those for writing have fallen below. From 1998 to 2000 in reading and writing the performance of boys has been higher than that of the girls relative to the national average for their gender group. The current marked imbalance in the gender groups in Year 2 makes comparisons unreliable.

76 On the evidence of lessons observed and scrutiny of pupils' work, pupils' attainment in reading and writing at the end of Year 2 is judged to be in line with national expectations overall. This shows improvement in reading and writing since 2000, with more pupils reaching Level 3. Pupils with special educational needs make good progress in relation to their prior achievement, as do those with English as an additional language. The highest attaining pupils make good progress but pupils who attain in the lower part of the average range could be stretched more. The teachers have given priority to promoting attainment in writing during the last academic year and also introduced a reading project involving parents. These actions have had a positive impact on raising standards in reading and writing over this period, particularly for the highest attaining pupils. The school has maintained the standards in English reported at the previous inspection.

77 By the end of Key Stage 1 standards in speaking and listening are good overall. Pupils listen attentively to teachers and each other and they are ready to participate in whole-class and group discussion by answering questions and sharing their ideas. In discussion they express themselves clearly and confidently and their answers show that they have listened carefully to what has already been said. Some pupils use their good vocabulary knowledge well and make expressive responses. They make personal responses to stories read, empathise with events and characters, express feelings and emotions and can talk about grammatical features using the appropriate technical language. They make good progress in their ability to formulate and ask questions. For example, in a Year 1 history lesson, pupils identified the questions that might be asked of evacuees and this helped them to decide what information they would put in a letter that they were writing in the role of an evacuee. The highest attainers read aloud with good expression and intonation, taking account of punctuation and features of print. The well-planned activities that are a daily part of literacy activities, as well as those specifically planned to focus on developing speaking and listening skills, contribute to the good progress made by pupils throughout the school.

78 An appropriate emphasis is placed upon reading and standards are in line with national expectations overall. Pupils make satisfactory progress. They listen to and read a variety of stories, poetry and non-fiction books and this helps them to develop an enjoyment of reading that is maintained throughout their school life. They respond appropriately to questions about vocabulary, meaning, linguistic features and punctuation and can make personal responses. This was particularly noticeable in whole-class discussions and guided reading activities. Phonic skills are taught systematically. As a result, by the end of the key stage most pupils read fluently for their age using a range of strategies to read unfamiliar words. They can talk about some aspects of a story and identify those features that they like. The most fluent readers are able to identify favourite authors and talk about why they like them. Pupils are developing sound study skills and by the end of the key stage most pupils understand the purpose of contents and index pages and can scan texts and select information for a particular purpose. Pupils are heard to read regularly by teachers and other adults in guided reading and individual reading activities and teachers keep detailed records identifying pupils' progress and further learning needs. Annual reading tests provide additional information about pupils' reading progress and this is used to set individual reading targets that assist progress. Pupils take reading books home to share with parents or to read on their own and reading diaries provide an effective means of communication between parents and teachers. Pupils have regular opportunities to borrow books from the school library and many pupils also belong to the public library and borrow books regularly. The

Reading Project run annually by the school involves parents over a specific time period in actively reading with their children on a daily basis.

79 Standards in writing are in line with the national expectations and pupils make good progress. They write for a variety of purposes, including personal news, imaginative fiction, poetry, reports, instructions and lists and labelling. In Year 1 the most able pupils are able to select and use adjectives to create characters and settings that enrich their story writing. By the age of seven pupils are beginning to plan their written work and write at greater length and complexity, using their phonic skills effectively to write unknown words. On some occasions, pupils tend to rely too heavily on their phonic skills to write words, including high frequency words, rather than using their sight vocabulary knowledge. The highest attainers can use techniques, such as alliteration, purposefully to create particular effects in their writing. For example, a Year 2 pupil wrote 'They were teasing the slimy, smelly green troll.' Most use capital letters and full stops consistently in their writing. Pupils take spellings home to learn throughout the school and are regularly tested on these. They learn how to join their writing in regular handwriting lessons and by the age of seven most pupils have mastered the cursive style. Standards of handwriting and presentation are generally good.

80 Pupils have good opportunities to apply their literacy skills. They write for a range of purposes in subjects other than English. For example, pupils in Year 2 write an account of conditions in hospitals in the Crimea, as part of their work on Florence Nightingale in history. In science in Year 1 a pupil exploring the different properties of materials wrote 'it looks like lots of fluff and when the light shines on it it looks shiny' to describe fabric. Speaking and listening skills are developed appropriately in discussion activities in all areas of the curriculum. Pupils use their reading skills to find out information as part of work across the curriculum in topic work. They have regular opportunities to word process their written work.

81 Pupils' attitudes to learning are good. They are generally well behaved, listen attentively and apply themselves with good concentration, purpose and interest to tasks, even when they are not directly supervised. In directed, collaborative activities they work well together and they help each other informally during lessons as they discuss different aspects of their work. Their response in English lessons is always positive and they are interested and clearly enjoy their work. However, in one lesson, pupils found difficulty in sustaining their concentration when writing independently.

82 The quality of teaching in English is good. Teachers' subject knowledge is good. They plan lessons with clear learning objectives that take full account of the National Curriculum programmes of study and the National Literacy Strategy. They select appropriate resources that will enable pupils to succeed. Lessons are generally delivered with good pace and are well managed and organised with a range of appropriate and often stimulating activities that challenge pupils and maintain their interest. Work is well matched to the abilities of pupils. The shared planning done by Year 2 teachers supports the ability setting in English for this year group and ensures equality of experience across both classes. Teachers assess pupils' progress regularly and the information gained is used to inform further planning and to assist in setting individual literacy targets. Pupils' work is marked regularly and in some cases marking includes diagnostic comments that enable pupils to improve their work. However, this practice is not consistent across all classes. Good use is made of classroom assistants, learning support assistants, parents and other adults to support pupils' achievements. Teachers ensure that classroom support staff are well informed about lesson plans and learning objectives. The good quality of teaching contributes to the good progress being made by pupils.

83 The co-ordinator, who took responsibility for English in September 2000, is knowledgeable and enthusiastic. She provides support and guidance in a variety of ways, including advising colleagues, regularly monitoring teachers' planning and supporting the regular moderation of pupils' work. She has just begun to monitor teaching and learning and has a good understanding of the issues that need to

be addressed to continue to raise standards in reading and writing by targeting pupils who attain in the lower part of the average range. Teachers are well supported by the good English policy that includes specific reference to special educational needs, marking and assessment and English across the curriculum as well as by the separate policies for reading and handwriting. The school has adopted the National Literacy Framework as its scheme of work, within the context of its own policies. An annual Book Fair is held to promote pupils' enthusiasm for reading.

84 Hearing and writing poetry and having access to a wide range of fiction books allows pupils to experience a variety of emotions, empathise with the feelings of other people, consider a range of moral issues and learn about other cultures as well as their own. These experiences make a good contribution to pupils' spiritual, moral and cultural development.

## **MATHEMATICS**

85 The 2000 National Curriculum test results in mathematics show that by the end of the key stage the proportion of pupils who achieved the expected Level 2 and above was close to the national average. The proportion of pupils who achieved the higher Level 3 was also close to the national average. When compared with similar schools, the results were again average. The performance of pupils in mathematics over the last three years has been in line with the national average. Inspection findings show attainment at the end of Year 2 in 2001 to be above the national expectation overall and an improvement in pupils' achievement in mathematics. From 1998 to 2000 the performance of girls exceeded the national average for their age group whilst the performance of the boys fell below the national average for their age group. Given the much higher percentage of boys in the current Year 2 and rising standards, there is improved boys' attainment relative to the last three years.

86 A weakness identified in the previous report was concerned with higher attaining pupils not being challenged fully and therefore not making adequate progress. The school has addressed this concern by setting pupils in Year 2 and by matching work more closely to their learning needs. Within the observed lessons, and from the evidence seen, the higher attaining pupils are now being suitably challenged overall. However, very occasionally pupils are not enabled to make as much progress as they could do. For example, when pupils who have successfully completed a task are given additional work at the same level, they are not stretched enough in developing skills and understanding.

87 Pupils in Years 1 and 2 learn at a good rate overall. Higher and average attaining pupils make good progress and record their work in an increasingly well-organised way. They use number operation confidently with numbers to a thousand and measure length accurately in standard measures. Lower attaining pupils and pupils with special needs also make good progress. They can calculate accurately with numbers up to 20 and read and write and order two-digit numbers. They are able to use mathematical vocabulary to describe position, direction and movement. A significant factor in helping these pupils to make progress is the early identification by the school of any special needs that they may have and then the good support in lessons provided by teachers, learning support assistants and parent helpers.

88 The majority of pupils have good attitudes to mathematics. They are positive and eager to participate and enjoy solving problems and using their knowledge. They are not only prepared to offer answers and suggestions but also to listen to other pupils' answers and share ideas. They work well together in groups and in pairs. They concentrate well on their tasks but some pupils lack a sense of urgency when settling and attempting to complete their assignments. Behaviour is consistently good within lessons and the very good relationships between pupils and teachers support the positive learning in mathematics.

89 Overall teaching is good, with some satisfactory teaching but no unsatisfactory teaching being observed. Teachers have a good knowledge and understanding of the mathematics curriculum and place appropriate emphasis on mental mathematics that is built into every lesson. They teach the basic skills systematically and promote mental activity at a brisk pace. Learning objectives are clear and effective questioning challenges pupils' thinking. Lessons are well organised and pupils are generally, with the exception of one lesson, given work that enables them to learn at a good rate. In this lesson the lack of a clear time boundary for the completion of a task resulted in some pupils not demonstrating urgency towards finishing their assignments. Within the plenary of lessons, pupils are given the opportunity to explain their strategies but not always to explore different ways of solving the problem to extend their thinking.

90 The subject co-ordinator who has only been responsible for mathematics since the start of the school year has carried out an audit of resources to support learning and prepared an action plan suitably focussed on raising standards, which is being implemented appropriately. The school is developing useful assessment strategies, such as setting individual targets for pupils, which helps them to understand how they are progressing in the subject. The results of the national tests as well as other assessment information are analysed. The information gained from these procedures is used to plan approaches to improve teaching and raise standards. However, the co-ordinator has had insufficient opportunities to monitor teaching and learning, in order to identify and address areas of weakness and to share good practice.

## **SCIENCE**

91 The results of statutory teacher assessment in 2000 show that overall attainment at the end of Key Stage 1 was well below average at the expected Level 2 and at the higher Level 3 when compared with similar schools and all schools nationally. No pupils achieved Level 3. There has been a marked improvement in standards reached this year. From scrutiny of pupils' work and from the lesson observed, it is judged that pupils' attainment at the end of Year 2 is above what is expected nationally for pupils of this age. A significant proportion of pupils is reaching the higher Level 3. The imbalance in the gender groups in Year 2 make comparisons between the attainment of boys and girls unreliable. Current standards overall are similar to those found at the time of the last inspection.

92 In Key Stage 1 the rate of progress in learning is good in the acquisition of knowledge and in understanding. By the end of Key Stage 1 pupils know the names of common animals and can identify the main stages of life cycles. They know the difference between living and non-living things. They know that a variety of living things is found in different places, such as the playground and the pond area. By the end of the key stage pupils can identify the main parts of a flower, such as stem, root, petal and leaves, and they are developing their understanding of forces by identifying pushing and pulling actions. They can classify household objects according to whether they are operated by battery or electricity. Pupils make good improvements in their skills in investigative and experimental science. They are able to predict when observing melting ice cubes by saying, 'I think this one on the radiator will melt first.' They are able to observe and record the changes noticed during five, ten and 25 minutes. When carrying out investigations related to plant growth pupils are beginning to consider fair testing when they write 'I will only change what it grows in'. The higher attaining pupils are challenged appropriately and the pupils with special educational needs and those with English as an additional language are well supported to make good progress.

93 Pupils demonstrate positive attitudes to science. They listen carefully to instructions and make appropriate contributions during discussions. They value each other's answers and when working within groups or pairs, co-operate effectively. Pupils use their literacy skills well to support their learning in science. For example one pupil wrote 'We found that the car went further on a smooth



surface because there was less friction'. Behaviour in the lesson seen was very good. Pupils showed care and respect for the environment when looking at living creatures in the school grounds.

94 In addition to the one lesson observed, judgements have been made about teaching on the basis of the analysis of pupils' work, discussions with teachers and pupils and the examination of planning documents. The quality of teaching is good overall. A strong feature of the teaching seen was that the teacher made clear to pupils what they were to learn within the lesson. As a result, pupils knew what they were working to achieve and focused their attention on the task set. The teacher questioned the pupils carefully to develop their thinking, to check their understanding and to guide their observations. The lesson was well organised and moved forward at a good pace so that pupils were enabled to make good progress in their skills, knowledge and understanding. Teachers mark pupils' work thoroughly and make positive comments to encourage pupils. Written comments do not often include assessments that tell pupils what they need to do to improve their work. Homework is given appropriately to support work that pupils have undertaken in the classroom.

95 Teachers have sufficient knowledge and understanding of what is required in the National Curriculum to plan activities that build on pupils' learning across the school. Teachers assess pupils' work carefully at the end of units of work so that they can check their progress. The headteacher analyses the national test results at the end of the key stage to identify strengths and weaknesses and to plan appropriate strategies for improving standards and the quality of pupils' learning. The subject co-ordinator has observed science lessons this year and provided some staff training. This approach has been very effective in raising standards but is not yet well established as a regular programme of monitoring and evaluation.

96 The co-ordinator has made good links with a local pharmaceutical company, which benefit the pupils in their learning. As a result of this contact, the school has borrowed resources and organised a quiz for the pupils related to their areas of study. The co-ordinator also plans an annual science week in which pupils have the opportunity for a wide range of practical work. These activities stimulate pupils' interest in the subject.

97 Standards are similar to those found at the time of the last inspection. However, there is now better challenge for the highest attainers and pupils with special educational needs take full part in lessons. Generally, work is highly structured to ensure that pupils have the opportunity to explore the aspects required within the National Curriculum. Worksheets help pupils to record their findings but allow pupils some scope for expressing their ideas more fully. However, pupils have too few opportunities to choose their own method of recording or to put forward their own ideas of how to find the answer to a question to stretch the highest attainers even further. The school has improved its use of the outdoor environment, made good improvements to its procedures for assessing pupils' progress and is just beginning to give planned time for the science co-ordinator to support teaching in the classrooms.

## **ART AND DESIGN**

98 No lessons were taught in art and design during the inspection. From scrutiny of pupils' past and current work and discussion with pupils and the subject co-ordinator, it is judged that pupils' attainment by the end of the key stage is in line with national expectations for pupils of that age. This is similar attainment to that found at the time of the last inspection.

99 Pupils at the end of Year 2 have good observational skills when drawing natural objects and from a photograph that they had taken. These skills result in accurate drawing of the overall shape and satisfactory attention to detail, such as recording the different colours seen in fruits and shells. Pupils

do not use shading or other techniques enough to convey texture. When drawing from the imagination pupils show satisfactory ability to use the details observed within a small picture taken from a magazine to frame it with a larger relevant drawing. Pupils use their sketches and observations of patterns in the environment to create a montage using **papier-mâché**. They are aware that their montage is three-dimensional and can describe how they have used the patterns from their sketches. They have appropriate control of equipment, for example paint, pencils and **papier-mâché**. In one Year 2 class pupils show good appreciation of the work of Paul Klee when using a computer programme to create their own drawings.

100 From scrutiny of teachers' planning and the range of activities given to the pupils, it is judged that teaching is at least satisfactory. Teachers give the pupils an appropriate range of experiences and enable them to make satisfactory progress overall. One teacher in Year 2 teaches all the art within the year group and this helps to ensure equality of experience for those pupils. Pupils sometimes make good progress over time within an area of study, such as working from sketches in the environment to create a montage. However, on occasions pupils do not have the opportunity to build enough on their prior learning as they progress through the school, for example the drawing of fruits is very similar within the key stage. This is mainly because the teachers have only started to use the nationally recommended guidelines this academic year and their expectations are not always high enough. Little work was available for scrutiny in one class because pupils had taken home the work carried out in the earlier part of the year. Much of the work available for these pupils this term had not yet been completed. This mainly reflects the teacher's inexperience of how to meet the work programme outlined in the national guidelines and not a fragmented approach to teaching art, as was the case at the time of the last inspection. Teachers now give direct teaching of art, which shows good improvement since the last inspection when classroom assistants led too much teaching by working with groups of pupils. They promote positive pupil attitudes to the subject. In Year 2 a good feature of the teaching is that pupils are asked to evaluate their work. For example, a pupil wrote, 'I could improve my work by using more colour.'

101 The subject co-ordinator has prepared an action plan for the subject for 2000/1 with appropriate priorities for improvement of the provision, which are being implemented as planned. She has had an impact on the provision of resources, which are now stored and labelled to match the school's planned areas of study and are readily available to support teaching. Her role in monitoring and evaluating the subject is limited by lack of time to observe classroom practice across the school. An after-school art club contributes to pupils' skills in art and design and to their social and cultural development.

## **DESIGN AND TECHNOLOGY**

102 No lessons in design and technology took place during the inspection. Teachers' planning was scrutinised, and discussions were held with pupils. From the limited evidence available, pupils' attainment is judged to be in line with national expectations overall and progress is satisfactory. However, it is not possible to make a judgement about the quality of teaching.

103 In Year 1 when constructing coloured glass windows pupils not only successfully completed the windows to the plans they had produced but had also identified the resources required and assessed the work at the end of the task. In Year 2 staged plans to show the construction of a chair from paper and the identification of the materials required are listed in pupils' design books. Clear descriptive writing supports the drawn plans and this shows that the pupils are giving careful thought to the design process. Pupils in discussion were not despondent because most of the chairs failed to hold an agreed weight but are quite clear about how they would now strengthen their constructions to ensure success.

104 The subject co-ordinator is enthusiastic about design and technology and the action plan for development is clear and focussed on raising standards. A policy and scheme of work for the subject are in place. Standards and teaching in the subject are mainly monitored through the assessing of pupils' work during the design and technology day, which involves the whole school in designing and constructing to an agreed structure in the school hall.

## **GEOGRAPHY**

105 Only one geography lesson was taught during the inspection and very little of pupils' earlier work was available for scrutiny. Judgements are therefore based on discussions with pupils and teachers and examination of teachers' plans and other documentation. Currently most pupils are working at levels that are in line with those expected nationally for pupils of their age. They have a balanced programme of geography during the key stage and make satisfactory progress overall. Attainment is similar to that identified in the previous report.

106 In Year 1 sound use is made of the local area to support and extend pupils' learning and to ensure that their work is practical and purposeful. Pupils have recorded some of their experiences on paper and these show that appropriate fieldwork tasks have been set. For example, map work is introduced effectively when linked to a walk in the immediate locality. Pupils plan and draw their route to school and locate landmarks on their maps. Environmental work is developed in Year 2 when pupils carry out a study of the local town and a seaside location and produce some good descriptive writing. Throughout the school maps and globes are displayed, which has a positive impact on the development of map work skills.

107 In Year 2, pupils know the points on a compass and can competently label the countries that form the United Kingdom. By the end of the key stage, they have a sound knowledge of some landscape forms and weather patterns and are aware, through stories, maps and photographs, of places further away. Very good use is made of displays of posters and artefacts to focus pupils' interests on the countries being studied. This was demonstrated in a Year 2 lesson on Japan where pupils were able to start to compare and contrast the two locations by studying these resources. Pupils are confident in searching for information on Japan through the use of information and communication technology. They are interested in their work and behave well.

108 In the observed lesson teaching was good. There was a clear focus on the objective of the lesson and good use of resources to support the learning, which proceeded at a brisk pace. The teaching of geography is supported by an enthusiastic co-ordinator who has not yet had the opportunity to gain an overview of standards and teaching and learning in the subject through regular work scrutiny or lesson observations. A new scheme of work has been adopted and assessment is being developed satisfactorily.

## **HISTORY**

109 Only one lesson in history was timetabled for the inspection period. Judgements are based on this one lesson observed, a scrutiny of pupils' work, including that on display, teachers' planning, and discussion with the subject co-ordinator. On the basis of this evidence, standards are judged to be in line with national expectations at the end of Key Stage 1 and pupils, including those with special needs, make sound progress. The school has maintained the standards reported at the previous inspection.

110 In Year 1 pupils use their enquiry skills to identify similarities and differences between toys from the past and present and record their observations pictorially and in writing. In their work on the Second World War, they empathise with the experiences of children and their families during that time. They develop a sound understanding of the recent past through reflection on their own lives. In Year 2

pupils develop their historical knowledge through learning about some of the key people and events in times past, such as Florence Nightingale and the Great Fire of London. They make comparisons between past and present times in their work on holidays in the Victorian era, using evidence from pictures and books as well as personal experience, and record their findings pictorially, in writing and on the computer.

111 In the one lesson seen teaching was good. The lesson was well planned, with learning objectives that were shared fully with the pupils. Skilful questioning helped the pupils to recall the significant information they had heard when a visitor had shared her personal childhood memories of life in the 1940s and this gave good support to the work they were asked to do. During the lesson all the pupils worked hard, with good concentration, interest and enjoyment. Teachers assess pupils' progress at the end of each unit studied. They also meet annually to sample and moderate pupils' work in history.

112 The co-ordinator is knowledgeable about her role and supports other staff members, both formally through staff meetings and informally. A sound and up to date policy is in place that offers teachers support in planning for the subject. The school has adopted the Qualifications and Curriculum Authority guidance as its scheme of work. The co-ordinator monitors planning but has not yet begun to monitor teaching and learning. A portfolio of moderated work is being developed as a further resource for teachers. Visits to places of historical interest and museums provide opportunities for pupils to apply and extend their knowledge.

113 The work done by pupils in history makes a sound contribution to the development of their literacy and numeracy skills. Their reflections upon the lives of other people in the past in comparison with their own lives contributes to their spiritual development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114 No whole class lessons in information and communication technology were seen during the inspection. The inspection judgements are based on a scrutiny of samples of pupils' work and teachers' planning and talking to pupils as they worked. The standard of work in information and communication technology is in line with the expected level at the end of Key Stage 1. Pupils are developing their confidence and becoming competent in all aspects of the learning programme. This shows good improvement since the previous inspection, when attainment and progress in information technology were under developed. This improvement is largely due to the introduction and use of a scheme of work and the increased confidence and enjoyment of staff in teaching the subject. Teaching is now satisfactory overall.

115 Throughout Key Stage 1 pupils increase their word processing skills satisfactorily. They make improvements to text and edit it to correct spelling and punctuation. Often, without help, they can print a final copy. Sometimes they change the size and font for added interest. The children are extremely confident in their use of computers, showing a good understanding and application of the mouse.

116 Computers are being used increasingly effectively to support learning in history and geography through the use of CD ROMS and through accessing the Internet. In art and design, after studying the work of the painter Paul Klee, pupils used 'Colour Magic' to help them draw and colour a picture based on their observations. Pupils have sent and received e-mails. Although no control technology work was observed, there was evidence in work displayed of pupils giving a series of complicated instructions to control the movement of a device in a Roamer program.

117 Pupils' attitudes towards their work in information and communication technology are good and their behaviour is of a high standard. This good response was evident in the information technology club where pupils listened to each other and shared ideas about their work. They worked in pairs and independently and were extremely willing to discuss and explain their work.

118 A useful record sheet of pupils' skills and curriculum coverage is in the process of being introduced and this is needed to support teachers in planning work that is well matched to pupils' prior learning. Software has been very carefully selected to motivate pupils and provide appropriate learning experiences. The provision for information and communication technology within the school has been improved significantly since the last inspection. Sufficient computers are available within the classrooms and the information and communication technology room for the pupils to have regular access to support and extend their learning in literacy and numeracy. However, in mathematics for example some of the data handling work that the pupils had carried out using a pencil and paper could have been produced and developed through using information and communication technology. During a significant part of the inspection the computers were not in use and this valuable resource is still under-used. An intensive programme of staff training is planned for the beginning of the next academic year and this is needed to enhance further adults' skills and confidence in the subject.

## **MUSIC**

119 During the period of the inspection no music lessons were timetabled. Judgements are based on a scrutiny of pupils' work and teachers' planning and discussions with Year 2 pupils and the co-ordinator. On the basis of this evidence it is judged that standards are in line with national expectations and pupils make sound progress. The standards reported at the previous inspection have been maintained.

120 In Year 1 pupils enjoy singing a range of songs. They use percussion instruments to explore different sounds and are learning about the use of symbols. They are beginning to consider how duration, tempo and dynamics contribute to the overall shape of a musical piece. In Year 2 pupils extend their repertoire of known songs and hymns through class singing and assemblies. They work in collaborative groups to create and perform their own compositions, using a range of instruments. They are learning how to play a piece of music by maintaining a steady beat in response to a conductor. In both year groups pupils have regular opportunities to listen to a range of musical pieces by different composers and make personal responses to different musical moods. By the end of the key stage, most pupils can identify and name a range of instruments and speak of their enjoyment of music lessons. The extra-curricular recorder club makes a sound contribution to the development of pupils' music skills, as do the opportunities to hear a range of music played by visiting musicians.

121 The co-ordinator is knowledgeable and provides support to other staff members both formally through staff meetings and informally in response to individual needs. The school has adopted Qualifications and Curriculum Authority guidance as its scheme of work and this is being implemented effectively. The subject co-ordinator monitors teachers' planning, although this is not done systematically. Monitoring of teaching and learning has not yet taken place.

122 Pupils learn a range of songs from other cultures and this makes a good contribution to their cultural development, as do visits by musicians playing music from other cultures. The opportunity to hear a range of recorded music and reflect on pieces heard during assemblies and lessons contributes to their spiritual and cultural development.

## **PHYSICAL EDUCATION**

123 It was only possible to observe lessons in games during the inspection because other aspects of physical education were not being taught. A judgement therefore cannot be made about pupils' attainment overall in the subject. Pupils' attainment in throwing, catching and aiming using balls, beanbags and quoits is in line with what is expected for their age by the end of Year 2, which is a similar standard to that reached at the time of the last inspection.

124 The quality of teaching was good in the majority of lessons or extra-curricular activities in Years 1 and 2, with some that was satisfactory. This shows good improvement since the last inspection when there were some weaknesses in pupil management, lesson organisation and teacher expectations. During this inspection, the teaching seen was well planned and organised. All lessons included warming up and cooling down activities and gave pupils structured tasks well matched to their needs. Teachers made clear to pupils what they were intending them to learn at the beginning of the lesson and followed this introduction with carefully sustained support to individual pupils. As a result, pupils made good progress in throwing a longer distance and with greater accuracy in both Years 1 and 2. Learning support assistants and students provide good additional support, which contributes significantly to the good progress that the pupils make. Adults ensure that the pupil who is at an early stage of learning English as an additional language understands the instructions given and participates fully. In one lesson the teacher placed good emphasis on evaluation by asking pupils to judge what makes a good throw and to assess which piece of equipment was easiest to throw. This focused the pupils' thinking on their actions and outcomes as they practised. Teachers explain to pupils the effects of exercise on their bodies and they were able to respond appropriately to questioning about how they felt as they became increasingly active. Teachers act as good role models for pupils by dressing appropriately for physical education lessons and all pupils change their clothing.

125 Pupils enjoy physical activity and participate enthusiastically. In a lunchtime country dancing club the pupils responded in a lively manner to modern dance music and to more traditional country dancing. They had a good sense of rhythm and a good knowledge of the steps. In all lessons pupils collaborate well, whether throwing in pairs or dancing in large groups. They are willing to practise to improve and are confident to try to extend their skills. When asked to throw in pairs, the majority of pupils were keen to extend the distance between them and their partner to increase the challenge. Pupils behave well but in one lesson they were too noisy and were not considerate enough of others in the limited space in the hall.

126 Pupils have access to a balanced programme of dance, gymnastics and dance each year. This includes a very good range of different ball games. A scheme of work for each of these aspects supports teachers in planning to build on pupils' experiences as they move through the school. The co-ordinator has given priority to increasing the resources for games to ensure there are sufficient to teach the skills effectively. Resources are now good and this is an improvement since the last inspection when they were just adequate. Pupils have access to a wide range of games equipment and a country dancing club at lunch times, tuition in short tennis and football after school, a football club run by parents at the weekend and an annual sports day and football tournament for local schools. These activities make a major contribution to the development of pupils' physical skills but also to their social and cultural development.

## **RELIGIOUS EDUCATION**

127 Pupils' attainment in religious education at the end of Year 2 is in line with the expectations of the locally Agreed Syllabus, which is similar to the standards at the time of the last inspection.

128 In Year 1 pupils know about some of the festivals and celebrations of Christianity and Judaism, such as Harvest Festival and Shabbat. They know what it means to belong to a group, for example being a nurse or a policeman and recognise the importance of class rules. They are able to identify what makes someone special and are willing to record and share their ideas. One pupil wrote, 'A friend is someone who is beautiful and kind.' Pupils build satisfactorily on their learning across the key stage. In Year 2 pupils have good recall of Bible stories and can consider the feelings of the main characters. Having heard the story of The Prodigal Son, pupils wrote, 'The older son was jealous because he had been working hard. His dad was happy because his son was back.' Pupils respond well to stories, including some of the Sikh faith traditions. Having listened to the story of Guru Nanak, pupils were beginning to think whether he was right to use the money in the way that he did instead of how his father had intended. Pupils make regular visits to the local church and know that it is a special place for some people.

129 The quality of teaching is satisfactory and promotes in pupils positive attitudes to the subject. Teachers have good relationships with pupils with the result that pupils are confident to express their ideas to the whole class. They explain clearly to pupils at the beginning of the lesson what they want them to concentrate on, for example 'to think about what makes a good friend', and often at the end of the lesson ask the pupils what they have learned. They question pupils carefully to develop their understanding and to ensure that all pupils are involved in the discussion. All adults work well together. Classroom and learning support assistants and students give good support to groups of pupils so that pupils with special educational needs and pupils with English as an additional language take full part in the lesson and make satisfactory gains in their learning. The main teaching approach used is whole-class discussion followed by individual written recording by pupils. This method promotes good use of literacy skills of writing, listening and responding to the teachers' questions. However, it limits the opportunities that pupils have for recording their ideas in a variety of ways. There is not always enough time for pupils to record their ideas in the religious education lessons and much written work remains unfinished. Occasionally, the teachers' expectations about the amount of work to be completed in the session is not stated clearly enough and pupils work at too leisurely a pace. Pupils generally present their work neatly and are keen to read what they have written to the whole class. Teachers mark pupils' work thoroughly but assessment of pupils' progress in acquiring knowledge, understanding and skills is informal and is not yet consistent across the school.

130 Teachers use the locally Agreed Syllabus to ensure coverage of what is required. The subject co-ordinator is beginning to gain an overview of how religious education is taught across the school through looking at pupils' books and teachers' planning. The approach to this is not yet systematic enough. The Local Education Authority is introducing a revised scheme of work for religious education at the beginning of the next educational year. In the light of this the school has made the development of religious education a priority for 2001/2 and plans to provide a training programme for staff.