

# INSPECTION REPORT

## **DOROTHY BARLEY INFANTS SCHOOL**

Dagenham, Essex

LEA area: Barking and Dagenham

Unique reference number: 101188

Headteacher: Shan Evans

Reporting inspector: Yvonne Crizzle  
1951

Dates of inspection: 22<sup>nd</sup> - 25<sup>th</sup> January 2001

Inspection number: 190398

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Davington Road Dagenham Essex
Postcode:	RM8 2LL
Telephone number:	020 8270 4655
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M London
Date of previous inspection:	25 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1951	Yvonne Crizzle	Registered inspector	Foundation stage English as an additional language	How well are pupils taught? What should the school do to improve further?
13874	Jane Chesterfield	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.
27426	Terence Aldridge	Team inspector	Mathematics Information technology Special educational needs	How good are the curricular and other activities offered to pupils?
20951	Philip Littlejohn	Team inspector	Geography History Music Equal opportunities	The school's results and pupils' achievements.
20626	Anita Lockyer	Team inspector	English Religious education	How well is the school led and managed?
20962	Chris Ifould	Team inspector	Science Art Design and technology Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Dorothy Barley Infant School has increased in size, since the previous inspection, from a 3-form entry to a 4-form entry school for pupils from three to seven years and is very large by comparison with other schools of the same type. There are currently 311 pupils of compulsory school age. Seventy-eight children attend the nursery part time and 100 children learn in the reception classes. The school is situated in a large council estate of which some homes are privately owned and serves the immediate area. A high proportion of pupils are of white UK heritage. Pupils' attainment on entry to the school is broadly average. There are 23 pupils who have English as an additional language and four are at an early stage of language acquisition. There are 103 pupils who have special educational needs, three of whom have statements. Twenty four per cent of pupils are eligible for free school meals which is above average when compared to most infant schools.

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

The effectiveness of the school is satisfactory and some progress has been made since the previous inspection, but not enough. Children's and pupils' attitudes to the school are very good and behaviour is good. The quality of teaching and the quality and range of learning opportunities are good in the Foundation Stage. Provision for pupils' moral development is very good. Although the school gives satisfactory value for money, there are a significant number of unsatisfactory aspects and some, especially leadership and management, are crucial weaknesses.

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

- Provision for pupils' moral development is very good.
- Children's and pupils' attitudes to school are very good.
- The quality of teaching in the Foundation Stage is good.
- Children make good progress in the Foundation Stage.
- Children and pupils' behaviour and personal development are good.
- Parents' views of the school are good.
- Standards of attainment in music have improved since the previous inspection are now good.

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

- Leadership and management of the headteacher and key staff.
- The effectiveness of the governing body.
- Standards of attainment in information and communications technology, English and mathematics.
- Well planned opportunities to promote spiritual development.
- Appropriate challenge to enable higher attaining children and pupils to achieve well.
- Continue to encourage parents and carers to send their children to school regularly and punctually.
- Assessment and use of assessment.
- The balance of the curriculum in Key Stage 1, enhance the curriculum through appropriate educational visits and extra-curricular activities and ensure all pupils have equal access.

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

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

Improvement since the previous inspection has been unsatisfactory and this is largely due to weaknesses in important areas of leadership and management. However, standards in science and music are now above national expectations. The school has been particularly successful in improving attendance, although this is still unsatisfactory.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	B	B	C	B	well above average A above average B average C below average D well below average E
writing	C	B	D	C	
mathematics	B	B	D	C	

Standards in English have gradually improved since the previous inspection, but dropped a little in 2000 which the school attributes to the large number of children with Special Educational Needs in that year group. The number of children achieving the higher level 3 was similar to the national average for reading, but below the national average for writing. In mathematics the percentage of pupils reaching level 2 and above, was well above the national average, but well below in terms of the higher level 3 which means that the school's results, overall, were below the national average.

The school has set targets which are similar to last year but these are not sufficiently challenging to ensure higher levels of achievement. Standards in ICT are unsatisfactory. In art and music, standards are above national expectations and for other subjects, including religious education, they are in line with expectations.

Trends over time show the performance of pupils to have exceeded the national averages in reading, writing and mathematics until last year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children and pupils demonstrate a very high level of enthusiasm for the school and a strong desire to learn.
Behaviour, in and out of classrooms	Good. There is a strong feeling of respect for each other, evidence of courteous and considerate behaviour. Pupils work and play well together.
Personal development and relationships	Good. Relationships within the school and between children and pupils and the adults with whom they work are important strengths. Together they make a good team.
Attendance	Unsatisfactory. The school has made a lot of effort to improve attendance and it has been successful in raising this slightly.

The new behaviour policy has been implemented well. This has clearly had a positive impact on behaviour throughout the school.

Most absence is caused by illness, but some children are kept at home unnecessarily when their parents have difficulties getting them to school. Some parents do not give the school reasons for their children's absence, which is unhelpful. The school has a lot to offer the children and pupils and those who do not attend regularly and punctually are disadvantaged by missing quality learning opportunities.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	satisfactory	-

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

Teaching in the Foundation Stage is good in 64 per cent of lessons and very good in 30 per cent of lessons. There were no unsatisfactory lessons. Children make good progress in most areas of learning and the majority are on course to achieve the Early Learning Goals by the end of the Foundation Stage. There need to be more well planned opportunities to develop literacy in the reception classes, especially reading, to meet the needs of all children, particularly the higher attainers.

The quality of teaching in Key Stage 1 is satisfactory or better in 92 per cent of lessons with 42 per cent being good and 4 per cent being very good. Teaching is unsatisfactory in 6 per cent of lessons. Teachers' subject knowledge in English is good and in mathematics it is satisfactory. All teachers are well organised and manage pupils well. The quality and use of day to day assessment are generally unsatisfactory and restrict pupils from making the progress that could be expected of them. Teachers' planning does not take sufficient account of pupils' different abilities and set appropriate challenges, particularly for the higher attainers. Pupils who have special educational needs and English as an additional language receive satisfactory adult support. The homework opportunities generally offer very little progression.

Teachers use a good range of appropriate strategies to motivate pupils and teach basic skills, particularly of literacy and numeracy well. However, the quality of pupils' writing in English lessons is not always reflected well in writing in other subjects. In numeracy, there is very little evidence that teachers plan to extend pupils' knowledge and understanding through using and applying what they have learnt in practical activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage. In Key Stage 1 it is satisfactory. It is not well balanced and there are some lengthy English sessions in Key Stage 1.
Provision for pupils with special educational needs	Satisfactory. The Code of Practice is in place. There is satisfactory in-class support. However, when pupils are taken out of lessons for extra support this impacts adversely on their learning in other subjects.
Provision for pupils with English as an additional language	Satisfactory, overall, and in early stages of development. The LEA's advisory support is very recent due to the small number of pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. Provision for moral development is very good and is a strength. Provision for spiritual development is unsatisfactory and opportunities for developing spirituality in the curriculum, including religious education, assemblies and collective worship are unsatisfactory.
How well the school cares for its pupils	Satisfactory. Pastoral care continues to be a strength. There are significant weaknesses in procedures in assessment and for monitoring and supporting pupils' academic progress which are unsatisfactory.



The school creates successful links with parents. Teachers are accessible to parents every day and are happy to talk to them about how their children are getting on. The school monitors attendance closely and has good procedures for following up reasons for absence and lateness. The school works hard to impress on parents the need for good attendance, but not all parents co-operate with the school to achieve this.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. The school has clearly stated aims which are reflected in the work of the school and the staff and governors have a strong commitment to the school, but the lack of appropriate structures limits their contribution and effectiveness.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors generally carry out their statutory duties and are very supportive, but need to gain a clearer view of how the school is performing.
The school's evaluation of its performance	Unsatisfactory. Educational priorities are supported through financial planning, but this is not always clearly documented. Some governors are unclear as to how financial decisions are made.
The strategic use of resources	Satisfactory. Accommodation is good and well used. The school makes poor use of the new technologies.

Resources are generally adequate for the curriculum and used appropriately to support pupils' learning. The large proportion of inexperienced staff are well supported by each other, including the senior management team. Although commitment to the school remains high, it has not kept abreast of recent developments, namely, the systematic monitoring of teaching and learning. The monitoring and evaluation of the school's various initiatives have not been sufficiently rigorous. The attempts to apply best value principles are unsatisfactory.

## 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>• Children like coming to school.</li> <li>• Good standards of behaviour.</li> <li>• Happy with the standards children achieve and improving SATs results.</li> <li>• School promotes excellent attitudes and values and a good sense of responsibility.</li> <li>• Generally well informed about their children's progress.</li> <li>• Most feel that homework is about right.</li> <li>• Positive about leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Brighter children could be helped to make better progress.</li> <li>• Regular and more frequent homework should be given to the older children.</li> <li>• A suggestion box or some way for parents and carers to offer their ideas.</li> <li>• Lunchtimes could be improved.</li> <li>• Some parents would like educational visits for fun.</li> </ul>

The inspection team agrees with parents that higher attaining pupils could be helped to make better progress. This was also identified in the previous inspection. However, the organisation and supervision at lunchtimes is very good. There are insufficient educational visits.

## **PART B: COMMENTARY**

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

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

1. All children in the nursery make good progress in personal and social development, physical development and creative development, reaching good levels when they join the reception classes. They make satisfactory progress in skills to support reading, writing, mathematics and knowledge and understanding of the world. Their attainment by the time they join the reception classes is generally in line with expectations, with a significant minority exceeding expectations in personal and social development, physical development and creative development.
2. Children continue to make good progress in most areas of learning in the reception classes. Attainment is satisfactory in communication, language and literacy and mathematical development. Attainment is broadly satisfactory in information and communication technology (ICT) and knowledge and understanding of the world. The majority of children are on course to achieve the Early Learning Goals (ELGs) by the end of the Foundation Stage.
3. All children in the Foundation Stage have very good attitudes to school. Lower attaining children, those who have English as an additional language and those who have limited social and communication skills make good progress throughout the Foundation Stage. Higher attaining children are catered for reasonably well in the reception classes and significantly better in the nursery.
4. In the 2000 National Curriculum tests and assessments for seven year olds, attainment in reading was in line with the national average and above average when compared with similar schools. Standards in writing and mathematics were below the national average and average when compared with similar schools based on the average National Curriculum points achieved which the school attributes to the large number of children with Special Educational Needs in that year group.
5. The school is successful in helping pupils to reach level 2 in the National Curriculum tests and assessments, but fails to take them further.
6. The percentage of pupils reaching the higher level 3 was close to the national average in reading, was below in writing and well below in mathematics. When compared with similar schools these results were above average in reading and average in writing and mathematics. This suggests that the higher attaining pupils are not challenged enough. This was noted in the previous inspection report and this inspection finds that higher attaining pupils do not always achieve standards of which they are capable.
7. Attainment in science is above national expectations. Teachers' assessments are very high in comparison with other schools This inspection finds that there are particular strengths in the skills of scientific enquiry and the study of physical processes.
8. Trends over time show the performance of pupils to have exceeded the national averages in reading, writing and mathematics. However, in 2000, reading is in line, but writing and mathematics are below the national average. In recent years the attainment of girls has been slightly higher than boys in reading, with no significant difference in writing or mathematics.
9. The school achieved its targets in mathematics and reading for the most recent tests, but failed to do so in writing. Revised targets have been set to increase scores in the next two years. However, targets for English and mathematics are not sufficiently challenging. There is insufficient information to guide target setting due to the school's unsatisfactory assessment procedures.

10. Standards in speaking and listening are good; pupils listen well both to their teachers and one another. Pupils' interest and enjoyment of reading have a positive effect on their attainment. Standards in reading and writing are satisfactory throughout the key stage. In handwriting, pupils learn to form letters correctly and, by the end of the key stage, the majority use a cursive script well.
11. In mathematics, pupils are most confident in using number but less so in shape, space and measures, and using and applying mathematics. While overall pupils are working at a satisfactory level, too few pupils are working at or towards level 3. The mathematics scheme places an emphasis on reaching a satisfactory level 2 by the end of the key stage and this provides very little challenge for the higher attaining pupils.
12. There is evidence that pupils use their literacy and numeracy skills in other areas of the curriculum. However, teachers miss many opportunities to develop these skills across the whole curriculum.
13. By the end of the key stage, standards in art and design and music are above national expectations. Pupils use a variety of media to produce work of a high standard. They create musical patterns combining the elements of pitch and tempo well. Pupils' attainment in most other subjects is in line with national expectations. Attainment in ICT is unsatisfactory. Apart from some word processing, pupils make little use of ICT or demonstrate developing ICT skills. ICT does not support other areas of the curriculum. Standards in ICT have fallen since the last inspection.
14. Children and pupils with special educational needs make satisfactory progress. They receive sound support from teachers and classroom assistants. Individual education plans are fully in place for these pupils. Pupils for whom English is an additional language are also well supported and have full access to the curriculum.

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

15. The school has been successful in maintaining high standards since the previous inspection. Pupils' attitudes, behaviour, relationships and personal development are still strengths of the school. Attendance is higher than it was at the time of the previous inspection, but it is still well below the national average.
16. Pupils' attitudes to school and to lessons are very good. They are interested in their work and attentive in class. Most are very motivated to learn and eager to use their initiative. In a Year 2 physical education lesson, for example, pupils were keen to develop their own 'Tai Chi' movements in dance routines and worked animatedly and enthusiastically with partners to do this. All pupils share this positive approach.
17. Pupils' behaviour is good. Some parents had raised concerns about behaviour and this was given priority during the inspection. However, no instances of misbehaviour were evident. Although some pupils have behaviour problems, they are well managed by staff, so that time in lessons is not wasted establishing good order. Most pupils are very aware of the school's rules and do their best to live up to the high expectations of behaviour. Pupils move around the school in an orderly way, queue patiently in the dining hall and eat their lunches sociably. They talk with quiet 'inside' voices, taking good account of the school's behaviour policy of which 'inside' voices is an important part. Outside in the playground, most have an awareness of, and consideration for, others. Most children appear happy and confident and none seem to be isolated or lonely. Bullying and other oppressive behaviour is rare and there is harmony in the school. There have not been any exclusions for many years.
18. Relationships in the school are good. Pupils show a great deal of respect for their teachers and other adults in the school, and get on well with each other. They work well together when required and are sensitive to the feelings of others. When pupils are asked to evaluate classmates' work they make positive and helpful comments. Pupils respond well to any

chances they are given to take responsibility. In the nursery, children have many good opportunities to develop their independence and they make the most of these. Elsewhere in the school, pupils are pleased to undertake duties for their class, such as fetching and returning the register to the office.

19. The school has made a lot of effort to improve attendance and it has risen slightly over the last three years, but is still well below the national average and this is unsatisfactory. The level of unauthorised absence is above average. Most absence is caused by illness, but some children are kept at home unnecessarily when their parents have difficulties getting them to school. Some parents do not give the school reasons for their children's absence, which is unhelpful. The punctuality of most pupils is satisfactory, but there is a significant minority of pupils whose parents do not bring them to school on time each day. Their late arrival can disrupt the start of the morning session. The school has a lot to offer the children and pupils, and those who do not attend regularly and punctually are disadvantaged by missing quality learning opportunities.

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

20. The overall quality of teaching is satisfactory or better in 94 per cent of lessons, with 11 per cent of lessons being very good. However, 6 per cent of lessons are unsatisfactory. This is broadly the same as the previous inspection in terms of satisfactory and better teaching, but fewer very good lessons and a higher number of unsatisfactory lessons were observed in this inspection.
21. Teaching in the Foundation Stage is good in 64 per cent of lessons and very good in 30 per cent of lessons. There are no unsatisfactory lessons. In the previous inspection report, teaching was good in the nursery and reception classes and this has been sustained. In this inspection, most of the very good teaching occurred in the Foundation Stage. Teachers have good knowledge and understanding of how young children learn and they generally teach essential basic skills well. Teachers generally plan their lessons carefully and manage the children well.
22. In the reception classes, team planning ensures that children have the same opportunities whichever class they are in. The teachers' and adults' sensitive approach to all children, particularly the very young ones who become distressed or unsure from time to time, is good and demonstrates a high level of care linked to appropriately high expectations, and this is particularly evident in the nursery class. The good routines clearly help children to establish an early understanding of what is expected of them and they respond very well. All children in the Foundation Stage have equal access to the curriculum.
23. The good learning environment supports children's own desire to learn and, together, the teachers, adults and children make a good team. There is a need for the nursery and reception classes to liaise more frequently and formally and to continue to develop assessment systems to better meet the needs of individual children.
24. In the nursery, children have good opportunities to practise and experiment, and they develop their skills well in all the areas of learning. These opportunities are not always evident in the reception classes, particularly in communication, language and literacy, knowledge and understanding of the world and creative development. In the reception classes, teachers do not take sufficient account of children's readiness to take the next step in their learning. It is important for teachers to return to the curriculum guidance for the Foundation Stage and remind themselves of the stepping stones approach.
25. There are insufficient planned opportunities to develop literacy, especially reading, to meet the needs of all children, particularly the higher attainers. Opportunities are missed in the reception classes in the areas of knowledge and understanding of the world and creative development when the teacher-directed sessions limit children from asking questions and experimenting, for example, with sound, in a music lesson.

26. Teaching is good for children in the Foundation Stage who have special educational needs or English as an additional language, as activities are broadly matched to their individual needs and this supports their learning and progress well.
27. Teachers in the reception classes clearly passed on information to each other after feedback on lessons observed during the inspection. This enabled their colleagues to make adjustments to their teaching and make better use of the classroom assistants. As a result, children were given better opportunities to develop their understanding and made good progress in the lessons.
28. In Key Stage 1, the quality of teaching is satisfactory or better in 92 per cent of lessons, with 42 per cent being good and 4 per cent being very good. Teaching is unsatisfactory in 8 per cent of lessons. Teachers have satisfactory subject knowledge overall. Weaknesses in subject knowledge are evident in areas, in particular, religious education, geography, history and ICT and this is unsatisfactory. All teachers are well organised and manage pupils well. Appropriate resources are available and these support pupils well in their learning. Teachers' expectations of what pupils can do are not always sufficiently high. This is evident in the quality of marking which occurs regularly in most subjects. In general, marking does not alert pupils to what they need to do to improve. At its best, it draws pupils' attention almost immediately to the error, ensures that the pupil understands what needs to be done and follows this up. However, too often in written work, teachers fail to alert pupils to correct letter and number formation, size and spacing and particularly to inaccurate spelling. Although, in most lessons, teachers interact with pupils during writing tasks, it is usually to offer praise, advice and to encourage them to remain on task. In the majority of lessons, all pupils consistently show a keen interest in their work and would benefit greatly from precise advice on how to improve their performance.
29. The word lists displayed in the classrooms provide a useful way for pupils to assess and check their work before handing it in, but teachers tend not to remind or encourage pupils to use the word lists and are more concerned about pupils remaining in their seats. The issue identified in the previous inspection that the school should ensure 'high quality written work across the curriculum' remains a concern in this inspection.
30. The quality and use of day to day assessment is unsatisfactory and restricts pupils from making the progress that could be expected of them. Teachers' planning does not take sufficient account of pupils' differing abilities and set appropriate challenges, particularly for the higher attainers. Lesson objectives are generally clear but are not always appropriate. The homework opportunities generally offer very little progression. Overall, the effectiveness of teachers' planning is unsatisfactory.
31. Teachers use a good range of appropriate strategies to motivate pupils and teach basic skills well. They have a positive and encouraging approach. In numeracy, although basic skills are reasonably well taught, there is very little evidence that teachers plan to extend pupils' knowledge and understanding through using and applying what they have learnt in practical activities.
32. In Key Stage 1, the teaching is satisfactory for pupils who have special educational needs or English as an additional language. Pupils do not always receive a relevant curriculum appropriate to their specific needs but they generally receive effective adult support. Although individual educational plans are in place for all pupils, some targets are too broad and need to be more specific. The needs of most pupils are met well in literacy and numeracy activities, with pupils receiving satisfactory and sometimes good support from teachers and classroom assistants. As well as satisfactory teaching of specific strategies to improve skills, emphasis is appropriately placed on increasing confidence and self-esteem. Pupils with statements of special educational needs are satisfactorily supported by their individual educational plans and by the classroom assistants.

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

33. In the Foundation Stage, the well structured and well balanced curriculum includes all the areas of learning and enables all children to work towards achieving the Early Learning Goals well in most respects and prepares them well for entry into statutory schooling.
34. A broad and relevant curriculum is provided for pupils in Key Stage 1, which includes all the subjects of the National Curriculum, religious education, personal and social and health education, including sex education and drugs misuse. However, the curriculum is not balanced as there are differences in taught time between similar aged classes. This is unsatisfactory. Pupils aged five and six are expected to work for over three hours in the morning without a break and this affects their concentration. In some Year 2 classes, pupils spend over 90 minutes without a break on literacy activities.
35. Literacy and Numeracy strategies are taught using the LEA's guidelines which have been adapted from national strategies, and are soundly in place. Planning meets statutory requirements. The curriculum successfully promotes pupils' intellectual, physical and personal development and is accessible to all pupils. Satisfactory policies are in place for subjects, although many have only recently been introduced or are under review. Schemes of work are in place or in the process of being developed for subjects and have either been or are in the process of revision in line with Curriculum 2000. In science, ICT, design and technology, art and design, and music, the school uses LEA schemes of work, although these have not yet been adapted to the particular needs of the school.
36. There is not a whole school curriculum overview to ensure progression and balance and this is an area recognised by the school for development. Curriculum planning for continuity within year groups is good, with teachers planning lessons carefully together so that parallel classes receive similar curriculum opportunities. However, curriculum time is not consistently well used and this is unsatisfactory. The school gives high priority to developing basic skills in literacy and numeracy which leaves reduced teaching time for other subjects.
37. At Key Stage 1, curriculum provision is satisfactory overall. However, when pupils with special educational needs are taken out of lessons, for extra reading support, it disadvantages them from receiving equal access to the curriculum and this is unsatisfactory.
38. The provision for extra-curricular activities is unsatisfactory. There are no opportunities for pupils to be involved in activities out of school time. This limits pupils in developing their skills and interests.
39. Provision for pupils' personal, social and health education is satisfactory. Time is set aside for structured opportunities for pupils to discuss issues about relationships and codes of behaviour. Pupils assume a range of responsibilities in all classes which soundly contributes to their personal and social development. Health education is effectively provided through the science curriculum and healthy eating topics and the school nurse has an appropriate involvement.
40. Overall, the school makes unsatisfactory use of the local community and surrounding area. Very few educational visits are made to support and extend learning beyond the classroom and take advantage of first hand experience. Pupils do not have access to the internet to support their work and to develop their research skills. There are satisfactory links with the nearby junior school and with other schools in the area through regular curriculum coordinator meetings but, as yet, these do not appear to have had an impact on improving learning opportunities nor on curriculum development.
41. The school meets all statutory requirements including the teaching of religious education.
42. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. The school follows the locally agreed syllabus but there is currently not a policy.

43. Arrangements for developing pupils' spiritual awareness is unsatisfactory. Collective worship contributes little towards pupils' spiritual development. There is no effective planning to ensure worship is of a broadly Christian nature and no involvement of pupils. Similarly staff are uninvolved as they do not attend assemblies. There are currently three pupils withdrawn from collective worship and there are appropriate alternative arrangements for them. Opportunities for developing spirituality in subjects such as English, science, music and art are not grasped by teachers.
44. Provision to promote the principles which distinguish right from wrong are very good and a strength. The school, under the good guidance of the deputy headteacher, has worked extremely hard during the past year to improve behaviour and raise self-esteem with considerable success. There is a good behaviour policy and clear rules are displayed in all classrooms. Pupils are given rewards to recognise good work and behaviour which is celebrated in the weekly assembly. High quality behaviour is consistently encouraged by all staff and pupils respond well to this. Inspectors are in agreement with the vast majority of parents who believe behaviour is good and that the school encourages the development of pupils' moral awareness well. "Circle time" activities provide good opportunities for pupils to discuss matters and establish codes of behaviour and these clearly influence relationships well.
45. The school provides satisfactory opportunities for pupils to develop socially, show initiative and develop an understanding of working together. Pupils have a range of opportunities to encourage them to take responsibility and help each other. All adults in the school provide good role models and work positively with pupils.
46. There is broadly satisfactory provision for pupils to develop cultural awareness. They learn about festivals, such as Divali, Hanukah, Christian harvest festival and Chinese New Year.

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

47. The quality of the school's pastoral care continues to be one of its strengths. Staff have been successful in maintaining high standards since the time of the previous inspection. The school has a framework of good policies which help to underpin consistent practice. The organisation and supervision at lunchtimes is very good. The system of allocating one midday supervisor to each class works well. Children develop good relationships with their supervisor and have a sense of continuity and security. There is good communication between supervisors and teachers at the end of the lunch break.
48. Other aspects of pupils' welfare are also well managed. Daily routines are run in a calm and orderly way, throughout the school, to provide a supportive environment for the children and pupils, and this is particularly strong in the nursery. At all times, children and pupils are well supervised in and around the building and are encouraged to behave sensibly. Health and safety issues are well addressed and regular inspections of the premises are carried out and followed up. Arrangements for administering first aid are good and careful attention is paid to pupils' individual medical conditions. Child protection procedures are satisfactory. The school meets requirements by following local guidelines and having a nominated staff member with responsibility for overseeing concerns. Although child protection is covered in staff meetings, there is currently no guidance available for staff in the form of a policy or staff handbook. There are good plans to develop a coordinated programme for personal, social and health education throughout the school.
49. The school monitors attendance closely and has good procedures for following up reasons for absence and lateness. This has resulted in a slight improvement in attendance levels over the last three years. The school works hard to impress on parents the need for good attendance, but not all parents co-operate with the school to achieve this. Teachers remind pupils to bring in absence notes and administrative staff phone and write to parents to pursue details of absences. The school enlists the support of the educational welfare officer where appropriate.

50. Discipline and good behaviour are well promoted and maintained in the school. Teachers, support staff and lunchtime staff all implement the recent and effective behaviour policy consistently. Rules are simple and sanctions fair. As a result, children and pupils understand what is expected of them and are clear about the consequences of misbehaviour. Adults provide the children with good role models of behaviour in the way they relate to pupils and to one another. The school provides good support to those pupils with behaviour difficulties. Outside agencies are used effectively when available and where needed. Any instances of bullying or other unacceptable behaviour are taken seriously and handled firmly.
51. Procedures for assessing pupils' attainment and progress are satisfactory, overall. However, weaknesses occur in the use of assessment to guide curricular planning and in procedures for monitoring and supporting pupils' academic progress. A range of assessments is carried out in the core subjects of English, mathematics and science, but there is not a uniform system across the curriculum. Some good initiatives have been set up, such as the writing audit in Year 2. This is used to assess the achievement of particular groups of pupils and target areas for improvement in their work. Otherwise, the use of assessment to inform future planning is unsatisfactory. This area was reported as a weakness in the previous inspection and remains an issue for improvement in this inspection. Most planning of work is standardised across the year groups, but is not influenced by the individual and varying needs of the pupils in each class. This means that pupils do not always receive appropriate support to enable them to make the progress that could be expected of them.
52. For pupils with special educational needs, there is an inconsistent approach to assessment procedures across the school. In the best practice, classteachers undertake regular assessments supported by learning support assistants. The school works with outside agencies, including speech and language specialists, the medical services, educational psychologist and the behaviour support service. Individual education plans (IEP) are written by classteachers in consultation with colleagues, parents and outside agencies, but not pupils. Review procedures for pupils without statements of special educational needs are carried out at least termly and parents are invited to be involved in the process. A weakness is that if they do not attend there is no follow up procedure to inform them of the revised IEP. Parents do not receive a copy of the IEP for their child and this is unsatisfactory. Provision for pupils with statements of special educational needs and arrangements for annual reviews is satisfactory. The school has due regard to the requirements of the Code of Practice. There is no support for the higher attaining pupils as they are not identified.

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

53. Parents and carers have many positive views of the school and are pleased with what it offers their children. This is in line with the previous inspection. They believe that teaching is good and that teachers have high expectations, so that their children are making good progress and becoming mature and responsible. Parents and carers also feel comfortable about approaching the school with questions or a problem and say that their children like school. A few parents have concerns about the amount of homework given and the lack of extra-curricular activities and educational visits. These concerns are partly justified. Homework provision for children in the Foundation Stage is appropriate. However, in Key Stage 1, homework does not take sufficient account of the need for the older children to develop skills and understanding through appropriate and progressively challenging work. The absence of extra-curricular activities and educational visits has a detrimental effect on the breadth and balance and relevance of the curriculum, particularly in Key Stage 1.
54. The school creates successful links with parents. Teachers are accessible to parents every day and are happy to talk to them about how their children are getting on. Regular meetings about the curriculum are held for parents so that they know what their children are studying and how they can help them at home.
55. Information for parents is satisfactory, overall. Documents, such as the prospectus, governors' annual report and letters from the headteacher and staff, are clearly written and welcoming. A



few pieces of information required by law are missing from the prospectus and the governors' annual report and these have already been made known to the school. The school is introducing regular newsletters and half-termly curriculum sheets to keep parents better informed. Parents whose children have individual educational plans are not always kept well informed and this is unsatisfactory.

56. Reports to parents on their children's progress are broadly satisfactory. Comments about English, mathematics and science are detailed, but they do not give an indication of pupils' attainment compared with national expectations. Consequently, parents do not have a clear picture of how well their children are doing. Some teachers explain what pupils need to do to improve, but this does not happen consistently. Information on the rest of the curriculum is limited to a statement of the topics covered which is insufficient.
57. Parents contribute to the work of the school and to their children's education. Many help their children with reading at home and some act as governors, assist in the classroom or raise funds. However, a significant minority are reluctant to attend parent-teacher consultations to discuss their children's progress and some do not support the school by ensuring that their children attend regularly.

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

58. Leadership and management are unsatisfactory, overall, but there are some positive aspects. In the previous inspection findings, the school established a secure and caring environment with clear expectations of behaviour. This inspection finds that the caring and effective learning environment continues to support children, pupils and all staff well. This has a positive impact on teaching and learning.
59. The school has clearly stated aims which are reflected from day to day, but there is no clear sense of direction and this is unsatisfactory. The staff and governors have a strong commitment to the school, but the lack of appropriate structures makes their contribution and effectiveness unsatisfactory. The action taken to meet the school's targets is unsatisfactory.
60. National test results are analysed and the school takes appropriate action to try to improve English and mathematics. Some coordinators have audited their area of responsibility and prepared an action plan and developed the resources available. However, the role of the subject coordinator is unsatisfactory: some do not have job descriptions and some are new to the role. As none of the coordinators is involved in monitoring teaching and learning in the classrooms and, as there is a lack of effective assessment systems in several foundation subjects, the school does not have a clear overview of attainment and progress in all areas. Pupils with special educational needs are supported effectively in the classroom, but are taken out of lessons, other than English lessons, for extra reading support. This has a detrimental impact on pupils' learning within a lesson. It disadvantages them from having equal access to the curriculum. The LEA's initiative to support schools where there are few pupils for whom English is an additional language is very recent. While the school has confidence in the initiative, it is clear that staff have insufficient understanding of how to meet pupils' specific needs. However, currently, there are few pupils for whom English is an additional language and they receive good teaching. Pupils have equal access to the curriculum. The school does not have a coordinator. It does not monitor teaching and learning and is not preparing to raise awareness, broaden teachers' experience nor develop teachers' expertise to better meet the needs of these pupils.
61. Monitoring and evaluation strategies are unsatisfactory and do not give a secure base from which to make an objective diagnosis of the school's strengths and weaknesses.
62. Although the quality of teaching is satisfactory there has been little formal systematic monitoring, evaluation and development of teaching. In the previous inspection report, there were some aspects of teaching and curriculum development which were not being monitored

appropriately, but the school had identified these aspects as an area for development. This inspection finds that very little has been done since the initial identification.

63. The implementation of the behaviour policy has been very successful and provides a good model for all staff in introducing significant change.
64. Although teachers are not monitored by the headteacher, they continue to plan diligently and record children's and pupils' work. This is effective in the Foundation Stage where the information recorded is used satisfactorily to plan future lessons but it is unsatisfactory in Key Stage 1. Teachers work with colleagues in parallel classes and in this way support less experienced and newly appointed teachers. Similarly, subject coordinators' work is not monitored, but they genuinely attempt to fulfil their responsibilities. However, there are inconsistencies in planning in parallel groups and subjects. The lack of monitoring has led to a number of uncoordinated initiatives which have left teachers and coordinators without a clear sense of direction.
65. The governors are very supportive of the school, but their effectiveness and the extent to which they fulfill their responsibilities are unsatisfactory. They are unclear about their roles and not sufficiently challenging or proactive. They have not ensured that all key issues identified in the previous inspection have been dealt with adequately. Consequently, issues from the previous report appear again in this report.
66. Governors do not have a clear understanding of the strength and weaknesses of the school and this is unsatisfactory. They were insufficiently involved in producing the school development plan and are barely involved in the monitoring process. The school development plan does not have sufficiently rigorous success criteria and does not cost the initiatives in sufficient detail. This is unsatisfactory. The governors are unable to monitor and evaluate its success objectively. Educational priorities, as a result, cannot be appropriately supported by financial planning. The school development plan is unsatisfactory as a tool to guide the work of the school.
67. The school budgets are not always systematically and not sufficiently linked to curriculum planning. In spite of this, the extent to which the staff makes the best use of its resources is satisfactory.
68. Subject coordinators are delegated spending authority, but this is not always linked to need and tends to be renewed year after year without sufficient thought or prioritisation. The headteacher monitors coordinators' spending. However, governors have a limited understanding of spending priorities and a very limited involvement.
69. The last auditor's report listed several recommendations to improve financial management and, although most have been dealt with, some are still outstanding. Funds allocated for specific purposes are appropriately used.
70. The school makes poor use of new technology, both to support the curriculum and in the administration of the school. For example, pupils do not have sufficient access to the National Grid for Learning or the internet and the senior management team has not computerised much data and consequently spend more time than is needed maintaining manual systems.
71. The school fails to effectively apply best value principles. Governors, including some on the finance committee, are not sufficiently informed. Governors have no systems for monitoring value for money and this is unsatisfactory.
72. There is an adequate number of appropriately qualified teachers to teach the planned curriculum. There is a good number of classroom assistants and learning support assistants and they are deployed effectively throughout the school, but teachers do not always make effective use of them. Pupils with special educational needs are well supported by learning support assistants who, in most cases, have received appropriate training. This clearly enables them to work more effectively with pupils.

73. The school building provides good accommodation and is in good decorative order. This promotes an effective learning environment. The recent increase in the number of pupils means that space is at a premium. There are adequate resources to support all areas of the curriculum. Resources are generally well used apart from ICT.
  
74. During the previous inspection, leadership and management were judged to be at least satisfactory. The commitment to the school remains high, but in several areas the school has not kept abreast of recent developments. There has not been systematic monitoring of teaching and learning and the monitoring and evaluation of the school's various initiatives have not been sufficiently rigorous. Governors do not fully meet requirements and are ineffective. The school is not making good use of new technology. So, in spite of some positive aspects, leadership and management are unsatisfactory.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to further improve the quality of education provided the governors, headteacher and staff should:
- i. Improve the effectiveness of the leadership and management of the headteacher and key staff including:
    - a. introducing effective monitoring of the quality of teaching;
    - b. developing the role of subject coordinators through training so as to ensure a clear sense of direction;
    - c. making much better use of new technology to manage the school.

(Paragraphs 60 - 64)
  - ii. Increase the effectiveness of the governing body through appropriate training, so that they are fully involved in the strategic development of the school and more challenging and have a thorough overview of the monitoring of teaching and learning.

(Paragraphs 65 - 68, 71)
  - iii. Raise standards in information and communication technology by
    - a. ensuring that all children and pupils have regular and frequent hands-on access to appropriate programs to support learning across the curriculum;
    - b. improving teachers confidence with computers, software and associated equipment.

(Paragraphs 70, 93, 110, 118, 140, 145, 147-149, 151, 153)
  - iv. Improve provision for spiritual development by planning high quality daily acts of collective worship which involve everybody.

(Paragraph 43)
  - v. Recognise and identify the higher attaining children and pupils and provide them with more challenging opportunities in line with their abilities and with much raised teacher expectations.

(Paragraphs 6, 29, 52, 56, 109, 116)
  - vi. Continue to improve attendance to reach at least the national average, using existing systems, and also
    - a. improve communications with parents and carers to inform and educate them of the importance of their children coming to school regularly;
    - b. use new technology to analyse absence patterns.

(Paragraphs 19, 49, 70)
  - vii. Develop systems to use assessment data to assist the teachers to plan the next step effectively, and to set more realistic targets to raise standards, especially in English and mathematics.

(Paragraphs 9, 23 30, 31)
  - viii. Improve the balance of the curriculum, including the time allocated to subjects and extra-curricular activities and ensure that all children and pupils have equal access to the curriculum.

(Paragraphs 34, 35, 37, 38)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	103

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	48	35	6	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)	39	311
Number of full-time pupils known to be eligible for free school meals	-	73

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	6.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.6
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	40	44	84

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	34	34	38
	Girls	41	40	42
	Total	75	74	80
Percentage of pupils at NC level 2 or above	School	89 (90)	88 (90)	95 (96)
	National	84 (82)	85 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	35	36	39
	Girls	39	40	44
	Total	74	76	83
Percentage of pupils at NC level 2 or above	School	88 (90)	90 (95)	99 (98)
	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	3
Black – African heritage	6
Black – other	5
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	0
White	176
Any other minority ethnic group	5

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	26
Average class size	26

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

Total number of education support staff	18
Total aggregate hours worked per week	414

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	3
Total aggregate hours worked per week	85

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	99-00
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	£
Total income	680,947
Total expenditure	673,748
Expenditure per pupil	2,036
Balance brought forward from previous year	42,860
Balance carried forward to next year	50,059

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	393
Number of questionnaires returned	125

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	2	0
My child is making good progress in school.	66	32	1	0	2
Behaviour in the school is good.	58	37	2	1	3
My child gets the right amount of work to do at home.	42	34	7	2	14
The teaching is good.	70	26	2	0	2
I am kept well informed about how my child is getting on.	54	39	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	60	34	3	1	2
The school expects my child to work hard and achieve his or her best.	64	33	0	1	2
The school works closely with parents.	47	45	4	0	4
The school is well led and managed.	49	45	2	1	4
The school is helping my child become mature and responsible.	61	32	2	2	3
The school provides an interesting range of activities outside lessons.	21	22	15	5	38

### Other issues raised by parents

- Brighter children could be helped to make better progress.
- Regular and more frequent homework should be given to the older children.
- A suggestion box or some way for parents and carers to offer their ideas.
- Lunchtimes could be improved.
- Some parents would like educational visits for fun.



## **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**

76. Children in the Foundation Stage learn in the nursery and in the reception classes. There are 78 children who attend the nursery part time, and 100 children in the reception classes.
77. The previous inspection report identified many strengths in the Foundation Stage which included very good progress in lessons and over time. In this inspection, children make good progress and have particularly good opportunities to explore and develop early learning skills in the nursery.
78. On entry to the nursery, children's attainment is generally average, although some children have only limited social and communication skills.
79. All children make good progress in personal and social development, physical development and creative development, reaching good levels when they join the reception classes.
80. Children make satisfactory progress in skills to support reading, writing, mathematics and knowledge and understanding of the world. Their attainment by the time they join the reception classes is generally in line with expectations.
81. Children continue to make good progress in most areas of learning in the reception classes. Attainment is satisfactory in mathematical development and communication, language and literacy and broadly satisfactory in information and communication technology (ICT) and knowledge and understanding of the world. The majority are on course to achieve the Early Learning Goals by the end of the Foundation Stage.
82. Lower attaining children, including those who have English as an additional language and others who have limited social and communication skills, make good progress throughout the Foundation Stage. Higher attaining children are catered for reasonably well in the reception classes, but significantly better in the nursery.

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

83. Children's social and personal development is good. They are very well behaved. They play well and respond well to one another particularly when a classmate is unhappy or feeling unwell. In the reception classes, children begin to respect each other's views, express opinions and offer advice to enable classmates to learn and improve their work. They enjoy coming to school to learn, to meet their friends and to make new ones. Children quickly understand the routines and learn to share well. Relationships are very good and this helps them to gain confidence and feel secure. Teachers help them to listen carefully to instructions and, in this way, children gain a good early understanding of right and wrong and how to behave and use the different learning areas. When asked to tidy up they do so reliably and well.
84. In general, teaching ensures that all children are engaged in useful and purposeful activities. This is not always reflected in the reception classes where some 'free choice activity' sessions are overlong and not always well supervised. Children demonstrate good levels of concentration whether they are working on their own or with others and are determined to do their best whatever the activity.

## **Communication, language and literacy**

85. Children develop their communication, language and literacy skills broadly satisfactorily by listening carefully to their teachers and other adults and make suitable comments about stories. Many are very keen to do this. Younger children who have yet to develop this degree of confidence, remained quiet and attentive in one lesson, but clearly gained from the experience as they learnt about the 'Gingerbread Boy.' Children communicate well with each other as they develop new friendships and interests. The higher attainers speak with confidence about the books they have enjoyed. A minority are at early stages of language development, but make an attempt to speak when spoken to. Most children have a concept of reading and know it reads from left to right. They treat books with care and demonstrate enjoyment when they listen to stories. In the nursery, children develop early reading skills well and show good signs of wanting to become readers. Children who have special educational needs and for whom English is an additional language are supported well in the nursery.
86. In the reception classes, children continue to develop their reading skills, but not as well as could be expected. They learn common words which occur in their reading books and know a reasonable range of high frequency words which they recognise and read accurately whether in context or not. The emphasis on teaching high frequency words is such that all children have very limited experience of using phonics to support them in reading unfamiliar words. They know the letter names, but not the sound and, consequently, children who are ready to read and to tackle unfamiliar words do not know how to do so and think they have to learn all the words by heart. Teaching does not always take sufficient account of the different abilities and children's readiness to learn and this limits progress for all, particularly for the higher attainers. The question cards to support the reading books would be useful if they were ever used. However, they are never used and so children have very few opportunities to demonstrate their knowledge and understanding of higher reading skills, such as, of character and plot recall. Children who have special educational needs and for whom English is an additional language are supported satisfactorily in the reception classes.
87. Children have almost no experience of using books, including dictionaries, other than those for reading. This limits opportunity to explore books for facts, to develop their interest and curiosity. All children have a reading book that they take home to share. How often children read at home varies. Towards the end of the Foundation Stage, children listen very well to one another in small and large groups. Some children begin to write their names, while others who are at an early stage of writing make marks and trace. They begin to develop good habits in handwriting and some attempt their own writing well. Teaching encourages good attention to letter formation, spacing of words and correct sentence construction as seen in the 'I am' work in which children wrote simple sentences with good attention to what they had been taught. Children show a keen interest in their work and want to do it well. They give themselves homework as when a few children decided to complete a tracing at home.

## **Mathematical development**

88. Children in the nursery develop early numeracy skills well. Higher attaining pupils count from 1 to 5 carefully and accurately as they match objects to each other, such as, when they matched teddies to smarties. The teacher ensures that the children count clearly and this helps them to consolidate their learning and encourages younger children to follow the work more precisely.
89. In the reception classes, children study '10' and find lots of different ways of making this number. They develop their understanding through matching objects and grouping and re-grouping 10 objects to create different simple addition sums. Teaching clearly builds on their learning experiences well as they tackle simple subtraction with confidence. The lower attainers receive good adult support and they learn how to organise the objects into a straight line for more accurate counting. Many children recognise the numerals 1-10. The higher attainers are keen to continue re-grouping objects and are delighted to discover more sums to tell their teacher.

90. Children begin to recognise shapes such as triangles, circles and squares and group these in sets accurately. Towards the end of the Foundation Stage, the majority of children have a good experience and understanding of number to 10 and some of numbers beyond 10. They develop an understanding of specific vocabulary, such as 'bigger than' and 'smaller than', as they order objects by size.

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

91. Children develop their knowledge and understanding of the world broadly satisfactorily. In the nursery, children handle different materials such as dough, sand and water competently and have experience of using a range of art materials. They show initiative in their constructional play. In their 'hospital' role play work, they test out ideas as they take turns to play the doctor, nurse and patient. Children use resources properly as they listen to each other's heart beat. Adults attend the hospital as patients and remain cheerful as they have their arm bandaged. Children administering the treatment do this with a great deal of care and concern for the patient.
92. In the reception classes, children continue to work with a range of materials well. Teaching enables children to learn about the past as they look at pictures of old toys. Children identify a rocking horse and this offers some useful opportunity to develop vocabulary as they discuss toys, past and present. They begin to gain a sense that some very familiar electronic toys were not available in the past. Children show a good level of curiosity in this work, particularly with regard to 'wind up' toys. Although teaching encourages children to ask parents about toys they played with when they were young, only a few have managed to do so and only a very few can actually remember what was said. However, there are not enough opportunities for them to develop their curiosity further.
93. Computers in both nursery and the reception classes are under-used which prevents children from developing ICT skills appropriately.

### **Physical development**

94. Opportunities to develop physical skills are provided and children make good progress. Teaching ensures that all children have regular access to the outdoor area where there are sufficient opportunities to use wheeled vehicles. They develop early road sense as they use the special road markings.
95. In their hall work they learn about the usefulness of exercise and its good effect on their bodies. They work together very carefully as they help arrange the equipment and return it to its proper place after the lesson. They count '1,2,3 lift' together, being mindful of toes and fingers. They do an excellent job. A few children who have mastered the art of jumping off a height and landing with care quietly give others useful tips and classmates respond well to this. A few very young children wobble as they try to hold their balance and are clearly pleased with their improving success. Teaching enables all children to make good progress through a strong emphasis on practice and using space and resources well. All children learn well from the advice given by adults, classmates and through their own genuine desire to do the very best they can.

### **Creative development**

96. Children's creative development is good. The majority of children enjoy singing songs and moving to music. They particularly enjoy action songs. In the nursery, the youngest children pay quiet attention, but clearly are interested in learning and listen and watch carefully as their classmates sing together cheerfully.
97. In the reception classes, the children have the opportunity to demonstrate their understanding of how instruments are played. They know the terms and meaning of 'tap and scrape' as they name instruments and play them. They sing from memory well and clap the beat as they sing. Teaching enables children to apply their learning reasonably well and better when there is

greater opportunity for children to have 'hands on' experience of the instruments. In a lesson where children worked in smaller groups, they had greater opportunity to select and experiment with an instrument of their choice. They enjoyed shaking, tapping and scraping together and stopped, almost as one, when the teacher gave the 'stop' signal. In this lesson, the teacher offered children sufficient instruction and guidance to support them in helping each other to learn as they took turns. Some children had difficulty at first in recalling the two or three sounds in the correct order, but made good progress as they were helped by the adults to listen once again more carefully. The range of activities and the good variety of materials available generally support children well in developing rolling, cutting, tracing and colouring skills. They use tools well and have good pencil control as was evident when they drew and wrote. Many children demonstrate skill, using the fill tool in the paint program.

98. The nursery presents a particularly stimulating and spacious environment and offers children an exciting range of activities to help develop curiosity and makes good use of children's keenness to learn. There is a good emphasis on encouraging them to become responsible for their own learning and many opportunities for them to organise their work space. This imaginative approach continues to a broadly satisfactory extent in the reception classes. Although children continue to demonstrate a very good attitude to learning, children's individual needs are not met to the same degree as in the nursery.

## ENGLISH

99. Standards in English have gradually improved since the previous inspection but dropped a little in 2000 which the school attributes to the large number of children with Special Educational Needs in that year group. The results for the end of Key Stage 1 tests in 2000 show that, for reading, the results were in line with the national average and good when compared to similar schools; whilst, for writing, the results were below the national average but in line with those for similar schools. The number of children achieving the higher level 3 was similar to the national average for reading, but below the national average for writing.
100. The school assesses pupils at the beginning of Year 1, but does not use the baseline results sufficiently well to track pupils' progress from entry into school. The attainment data is collected and analysed for the school, but not properly understood by them. Although targets for reading and writing have been set and are above the national average, they present insufficient challenge for the school. The targets set are of a similar level for three years.
101. By the age of seven, pupils' speaking and listening skills are good. Pupils listen attentively to teachers and to other pupils. They are confident and articulate when they answer direct questions, summarise information learnt in previous lessons, volunteer information, and express opinions. They have a good vocabulary and understand and use technical language associated with the subject well. In a lesson on spelling, for example, pupils understood the term 'phoneme', whilst in another lesson pupils used words such as 'despicable' to describe a character in a story. The school uses several good strategies to develop pupils' speaking and listening skills. In several of the lessons observed, pupils were encouraged to work with a partner and this helped them to clarify their thinking well. Most lessons end with a plenary session which enables pupils to share and consolidate what they have learnt or achieved with their classmates.
102. Attainment in reading is satisfactory and in line with those standards expected nationally by the end of Key Stage 1. Most pupils in Year 1 have a good sight vocabulary and some use their phonic knowledge to read words well. By Year 2, pupils read confidently and many begin to read with expression. Pupils understand the structure of a story and, in a Year 2 lesson, pupils recalled the main events of a story to construct their own storyboard. Pupils enjoy reading and talk about books with enthusiasm. Although most pupils understand and use the colour coded system in the school library reasonably well, they have insufficient opportunity to do so.
103. Although pupils achieved results below the national average in 2000 for writing, this does not reflect the current work seen in the school, as attainment in writing is satisfactory. In Year 1,

pupils begin to write simple sentences and they use a basic story-planning frame well. In Year 2, pupils write several sentences virtually unaided; spelling is accurate and the handwriting is legible. Some pupils recount well-known stories with care for accuracy. Pupils work together to make class books, for example, about their favourite recipes or with instructions on how to play games. Pupils' handwriting books show a high degree of accuracy in the formation of letters and good presentation which is not always apparent in their other workbooks. The school is taking part in a writing project in which targets are set for the different ability groups and extra structured support is provided.

104. Pupils' attitudes and behaviour are good. They show high levels of interest, are attentive and concentrate well. They are willing to answer questions and to volunteer information. In many lessons, they show obvious enjoyment of the subject and work collaboratively in pairs or in small groups.
105. The quality of teaching is good, overall. There was one unsatisfactory lesson. Lessons are generally well planned and have clear learning objectives, which are shared with the pupils. Teachers use questions well to recap on previous lessons and to extend pupils' thinking. Lessons flow smoothly, at an appropriate pace and there is a good working atmosphere. Teachers use a good range of appropriate teaching strategies and have a positive and encouraging approach when they manage pupils. In the unsatisfactory lesson, the task was not explained clearly enough and pupils were not sure what was required of them. In this lesson, pupils did not add to their learning well and their progress was unsatisfactory.
106. In most lessons, pupils who have special educational needs are well supported and make satisfactory progress. Insufficient attention is given to the higher attaining pupils and to strategies to challenge them. In many lessons, the classroom assistants are well deployed and work purposefully with pupils who have special educational needs, but also assist with pupils generally. However, in a few lessons, classroom assistants are not used well throughout the lesson, particularly when they listen to the teacher's introduction and wait for the group activity to begin. The school uses the Local Education Authority's (LEA) English Project Scheme, which provides medium and long term plans as well as individual lesson plans. It is a comprehensive scheme, which encompasses the elements of the National Literacy Strategy. However, the teachers use the lesson plans without adapting them to suit the needs of the different ability groups in their own classes. English has a generous share of the teaching time allocated to it. Sometimes the day is organised so that one English lesson follows another without a break. Although the children are well behaved and responsive, their concentration is not so good in the second lesson. The failure of the senior management team to monitor practice is unsatisfactory.
107. Leadership and management of the subject are broadly satisfactory. The scheme of work and strategies for assessment are good, but the procedures for monitoring the subject, especially the teaching, are unsatisfactory. There is not a whole school record keeping system, although all teachers keep records; some better than others. The school does not have a marking policy and there is inconsistency in teachers' approach to marking. This has been identified on the school development plan.
108. The resources are good overall, but, some are not sufficiently well used. For example the school has an attractive, well-resourced library. The pupils know how to use it, but have little opportunity to do so. Although every class has a computer, it is rarely used and it is not planned into specific lessons nor is ICT used to support the whole curriculum.
109. The key issues of the last inspection included 'take steps to improve the quality and quantity of writing at Key Stage 1.' The school has revised and developed new action plans in the light of the 2000 results. Another key issue was 'ensure that above average children produce appropriately high quality written work across the curriculum'. This has not been sufficiently addressed and remains unsatisfactory.

110. Pupils' developing competency in literacy, particularly in speaking and listening, is evident in other subjects when pupils are involved in giving explanations and taking part in discussion. Opportunities to further pupils' interest in books, other than reading books and to develop research skills are missed in some subjects, for example, in history, geography, ICT and religious education.

## **MATHEMATICS**

111. Test results and teacher assessments in mathematics for 2000 show that the proportion of pupils reaching level 2 and above, was well above the national average, but well below in terms of the higher level 3. However, on the average points score, the school's results, overall, were below the national average. Teachers' assessment showed a similar picture, although teachers identified a well below average attainment in number and algebra and well above in using and applying mathematics. There was no significant difference between the performance of boys and girls. Except for the drop in attainment last year, results over the past three years have been above the national average and exceeded the national trend which the school attributes to the large number of children with Special Educational Needs in that year group. The school has set targets which are similar to last year, but these are not sufficiently challenging to ensure higher levels of achievement.
112. Inspection evidence shows that, by the end of Key Stage 1, the majority of pupils attain standards that are broadly in line with the national average. Most correctly subtract a single digit from a multiple of ten, although not all understand the term 'multiple'. Pupils have a secure understanding of place value, using tens and units and sequence numbers to 100. Although higher attaining pupils understand the concept of one half and a quarter and tell the time to the half hour correctly, lower attaining pupils have not yet developed this level of understanding. Most pupils correctly continue to build simple number patterns. Not all pupils have a working knowledge of standard units of length, such as centimetres and metres. Most pupils correctly name and recognise two-dimensional shapes, such as squares, triangles and circles, but few name or recognise three-dimensional shapes.
113. In the previous inspection report, standards in mathematics were in line with the national average and remain so. However, progress was good and it is now satisfactory.
114. Pupils' attitude to mathematics is satisfactory, overall, and good over half of the lessons observed. Many enjoy the regular mental arithmetic session at the start of lessons especially when this is challenging and the pace is brisk. Most listen attentively to their teachers and behave well in lessons. The majority settle quickly to their tasks and concentrate well, but when the pace of lessons is slow, pupils' attention and interest levels drop and they do not make the gains in their learning that could be expected of them. Pupils with special educational needs make satisfactory progress overall.
115. The quality of teaching varies across the key stage, with 20 per cent of lessons observed being unsatisfactory, 40 per cent satisfactory and 40 per cent good. Where teaching is good, pupils know the learning objectives, the pace is brisk and questioning is used effectively and motivates pupils well. Teachers interpret the lesson plans carefully and make good use of time which maintains pupils' interest well. They ensure that all pupils are involved and have the opportunity to explain their answers. Where teaching is unsatisfactory, the pace of the lessons is slow, introductions are too long and there is a lack of focus and rigour, so that pupils lose interest. The majority of sessions in Year 2 last at least an hour and a significant number of pupils find it difficult to concentrate and sustain interest for the entire lesson. Most teachers have a satisfactory understanding of the subject and help pupils to grasp new concepts reasonably well, often through effective questioning techniques.
116. There is heavy reliance on the LEA's mathematics scheme of work and this does not support the higher attaining pupils well. These pupils are insufficiently challenged. There is very little evidence of pupils extending their knowledge and understanding through using and applying their learning in practical activities as almost all the work is presented on paper. Support staff are not

always used effectively to work with pupils during the introductory and plenary sessions. The closing part of the lesson is used satisfactorily by most teachers to pose questions and assess what pupils have learnt or understood. Teachers' marking of pupils' work is up-to-date, although it provides little guidance as to how pupils can improve their work. Good support is often given by teachers and support assistants to pupils with special educational needs.

117. There is a satisfactory draft policy and teachers plan carefully together in year groups. This ensures continuity and progression, using good guidance provided by the LEA which is based on the national numeracy strategy, but not for the higher attainers. The coordinator is not effectively involved in the monitoring of planning and pupils' work and the standards attained and this is unsatisfactory. Procedures for assessing pupils' attainment and progress are satisfactory and records are regularly updated. However, the information gained from day to day assessment is used unsatisfactorily to support pupils' future learning and to build on what they know and have learnt.
118. Mathematics is promoted in other subjects, such as history, where pupils understand the concept of the past through time lines and in science where they record their findings, using charts. ICT is rarely used to support mathematics and pupils have insufficient opportunity to use computers to support the subject. Good use is made of overhead projectors to support teaching and learning in mathematics. The level of resources is satisfactory and these are used well in lessons and have a positive impact on pupils' learning. There are mathematics displays in classrooms and about the school which effectively raises the profile of mathematics, but there is very little evidence of pupils' work.
119. The school has successfully implemented the national numeracy strategy through the LEA's guidelines and teachers have improved their planning for lessons. By analysing information from test results, the school has identified areas of weakness in pupils' achievement. The school is successfully focusing on these areas in its teaching and planning to improve standards. However, the school has not yet put in place procedures for monitoring impact.

## **SCIENCE**

120. Teachers' assessment of standards of attainment in science last year for pupils aged seven were very high in comparison with the national average. Teachers were surprised at this standard since it represented an unexpected and significant improvement on previous years. They checked very carefully and validated their findings. Teachers noted that the jump in standards was in large part related to pupils' enhanced speaking and listening skills. During the inspection, standards of attainment seen in lessons and in examples of pupils' work were only in line with national expectations. When talking to pupils in Year 2, it was clear that their knowledge, skills and understanding were above those expected nationally, although not as high as those recorded last year. This still represents an overall improvement since the previous inspection when standards were found to be in line with national expectations.
121. In Year 2, pupils explain clearly how they would carry out a scientific enquiry with an awareness, for instance, of the need for helpful questions and, as one pupil put it, to 'consider the options'. While some know that plants need water, soil and sun for growth, higher attaining pupils know that plants grow from roots, bulbs and seeds and that they will not grow as well without water or sunshine. When talking about heating and cooling, pupils recall that chocolate and jelly change their shape, but toast does not. Higher attaining pupils use terms, such as 'solids', 'liquids' and, with minimal prompting, 'gases' to describe the changes that occur. Pupils have secure knowledge of making and breaking electrical circuits and the effects of doing these. In Year 1, pupils name household appliances that use batteries and others that use mains electricity, how to make a circuit to light a bulb and some materials that conduct electricity and others that do not.
122. Year 2 pupils learn the effects of diet and exercise on the human body. They know where their heart and lungs are and predict what will happen to these after exercise. They have identified what would make a healthy meal. In Year 1, pupils identify sources of sounds while in their

classroom and on a walk around the school grounds; they demonstrate very good listening skills. They record their findings, an indoor and an outdoor sound, on a prepared sheet, but this is relatively undemanding work. Opportunity to extend their understanding of the nature of the sounds they have heard through appropriate questioning is missed. While pupils' speaking and listening skills across Key Stage 1 help them to explore and clarify scientific ideas, their written and recorded work often does not reflect their abilities. For instance, there are many unclear drawings that remain unlabelled by pupils or not written on by an adult to confirm what learning is being recorded. A worksheet intended to show that pupils understand some of the dangers of electricity is simply coloured in by many and there are no explanations of what the dangers might be.

123. Standards of attainment remain the same as in the previous inspection, but pupils' progress which was sound is now good. Pupils who have special educational needs and pupils for whom English is an additional language make good progress.
124. All pupils are well behaved and show good attitudes to the work. . Pupils are keen to learn and maintain concentration well. They make the effort that is asked of them.
125. The quality of teaching is satisfactory, overall. Teachers prepare lessons and resources well. They know what they want pupils to learn and share this with them effectively. Teachers manage pupils well and there are good relationships between adults and children. Time is used purposefully, but teachers and pupils should be capable of working at a more intense pace. Teachers know their pupils well and make some attempt to match work to their prior learning. This typically takes the form of detailing additional adult support or providing worksheets that require more of those who have attained more. Teachers could do more to increase pupils' progress by, for instance, planning for outcomes from higher levels of the National Curriculum and by more challenging questioning. As part of the school's overall commitment to improve pupils' writing, attention should be given to introducing models of writing that encourage pupils to record their scientific learning more independently and in ways that reflect their growing skills and understanding.
126. Leadership and management of the subject are unsatisfactory. The monitoring, evaluation and development of teaching are not systematic. The recently appointed coordinator does not have subject expertise and does not necessarily know what needs to be done to improve teaching and learning. The school expects to pass this responsibility to another teacher, who has science training, in the next academic year. The school has developed an effective scheme of work supported by a useful policy which has enabled teachers to improve pupils' standards above those expected nationally. The school has received further guidance from the LEA that they intend to integrate into the existing scheme to secure its effectiveness. In doing this, the school should be mindful of the outstanding learning it achieved for higher attainers in science last year and ensure that the scheme promotes the attainment of such standards again. Resources and accommodation are adequate in meeting the needs of the subject. An action plan to promote attainment in science forms part of the school's development plan, but it does not set measurable targets for pupils' learning nor does it show clear links to the budget. The school has shown its capacity to enable its pupils to achieve very high standards and should set itself challenging, measurable targets and identify resources to help make such success a long-term feature.

## **ART AND DESIGN**

127. Standards of attainment in art and design are above those expected nationally. Pupils are especially well grounded in artistic skills and techniques, particularly in painting, drawing and colour mixing. By the end of Key Stage 1, pupils represent objects such as fruit and vegetables accurately in pencil and in paint. They also paint and draw creditable portraits. They mix primary colours to make secondary ones and talk confidently about what they intend to achieve. Pupils use a computer to reinterpret shapes and colours suggested in work by the artist Kandinsky. Younger pupils produce increasingly complex patterns by printing with ink.



128. In the previous inspection, pupils achieved well in art in relation to national standards and made very good progress. The progress made by all pupils now is generally good.
129. Pupils clearly enjoy the subject and are proud of their work. This is reflected and promoted in attractive displays of their work in classrooms and corridors.
130. Teaching is satisfactory, with some good features. Teachers plan together and share with the pupils what they will be doing next and what they will be doing in the coming weeks. Resources are well organised, are usually laid out ready for use and pupils take responsibility for clearing away what they have used. Good demonstrations are given to pupils and they are well supported by teachers and other adults. Teachers' expectations are high and they use praise deservedly and often. This encourages pupils to work to the best of their ability. There is a need for teachers to ensure that pupils have the opportunity to apply their knowledge of art techniques more creatively.
131. There is an interim coordinator for the subject, temporarily replacing the coordinator who is on extended leave. The introduction of a sound policy and scheme of work is supporting the subject well. The school does not monitor, evaluate and develop teaching systematically and this is unsatisfactory, However, the coordinator offers advice and encouragement to teachers and pupils and the impact of this is evident in the good standards achieved. The school is well resourced for the subject and teachers always aim to have additional adults to offer support during art lessons. Procedures to assess pupils' attainment and use assessment to enable pupils to build on previous learning well are unsatisfactory.

## **DESIGN AND TECHNOLOGY**

132. Pupils attain standards in design and technology that are broadly in line with national expectations, which is a little lower than the attainment reported in the previous inspection. There is little difference in the attainments of pupils regardless of their differing backgrounds and prior attainments. This means that higher attaining pupils are not being sufficiently challenged. In Year 2, pupils design and then make models of buildings, using paper. They talk confidently about how far they were successful in realising their ideas. They make sliding eyes in a card face and a rotating arm, using a hole punch and paper fastener. Younger pupils learn about pivots and levers. They know which way to move the lever to get the desired effect at the opposite end. They measure where to make a hole with a punch so that a bear or butterfly on a lever can appear from behind a tree. Pupils throughout the key stage use scissors, glue and simple tools with confidence and increasing accuracy. Teachers' plans indicate that they also learn about food in Year 1 and materials in Year 2. Pupils' designs for the school grounds are displayed attractively. They have clearly considered attractive and unattractive features and have used new technology well to express their ideas pictorially. They enjoy designing and making and are enthusiastic about what they do in the subject.
133. The subject was being taught only in Year 1 during the inspection because of the way the curriculum is organised. A judgement on teaching is made from the few lessons observed, scrutiny of displays, the analysis of pupils' work, teachers' planning and speaking to pupils and staff. The quality of teaching is satisfactory. Teachers' plans are satisfactory, overall, but do not often show how learning for the higher attainers is to be extended. The teaching of basic skills is good. All pupils have clearly been taught how to use tools and equipment appropriately and safely. Teachers' knowledge and understanding of the subject and their expectation of what all pupils can do are satisfactory. Pupils understand the need to plan and design what they intend to make and to reflect afterwards on how successfully they achieve what they intended. However, little evidence of their work remains once pupils have finished. Teaching should encourage and ensure that pupils record their intentions, plans and evaluations in more coherent and lasting ways.
134. The subject benefits from the recent introduction of a satisfactory scheme of work. This gives effective guidance on the progressive development of knowledge and skills. There is a draft policy that has yet to be agreed and implemented. Resources are very good. The allocation of

teaching time for this subject is below the national average. This impacts adversely on the breadth and balance of the curriculum and is unsatisfactory. The coordinator recognises the need to identify key objectives and outcomes in order to assess and record pupils' achievements and to devise effective means of keeping records and portfolios of pupils' work in order to recognise and improve standards. However, the weaknesses in leadership and management of the subject include monitoring and assessment and this is unsatisfactory.

## **GEOGRAPHY**

135. Pupils' attainment by the end of Key Stage 1 is broadly in line with that expected of seven-year-olds. The previous inspection found that geography was taught through a topic approach with no overall framework for the subject. There has been considerable improvement in the breadth and balance of the subject curriculum owing to a move away from a topic approach to the use of a framework, which covers the requirements of the National Curriculum in units of work. Pupils make satisfactory progress.
136. In Year 2, pupils studied physical and human features of St. Lucia. They have heard or know something about volcanoes, rainforests and palm trees and are keen to learn whether these features are present on St. Lucia. The pupils discuss with interest whether selected features are natural or man-made and all make satisfactory progress in their developing understanding of the work.
137. The quality of teaching is broadly satisfactory. Lessons are generally well organised and pupils are managed well. Although the pace of lessons was satisfactory, the lengthy sessions often resulted in pupils showing signs of tiredness towards the end of the lesson. Teachers do not always find out what pupils already know to enable them to add to their knowledge. This prevents pupils from learning as well as they could and making the progress that could be expected of them. Activities are not always sufficiently challenging, particularly for the higher attaining pupils. There is evidence that teachers encourage speaking and listening and support pupils in this reasonably well, but do not support writing skills well. Although teachers and assistants interact with pupils as they write their sentences, they do not alert pupils' attention to errors of spelling and punctuation. The quality of day to day assessment is unsatisfactory. Pupils with special educational needs are supported effectively in the classroom. However, withdrawal sessions for reading support have a detrimental impact on pupils' developing understanding of geographical skills.
138. A policy developed from the National Curriculum and the LEA's guidelines is supported by a scheme of work which specifies the units to be taught and the time allocations these will receive in each year group. These identify minimum standards and there is a lack of challenge for higher attaining pupils.
139. The coordinator is relatively new to the appointment. The scheme of work has been in place since the beginning of this term. An audit of staff needs has already been carried out. The monitoring, evaluation and development of teaching in the subject is unsatisfactory.
140. The use of ICT is unsatisfactory. There are insufficient educational visits linked to the curriculum, with the effect that pupils' curiosity, interest in and understanding of geography develops unsatisfactorily. Attractive displays on 'Where we live' and 'St Lucia' help to promote interest in the subject.

## **HISTORY**

141. Standards of attainment in history are in line with national expectations by the end of Key Stage 1. Pupils make satisfactory progress. This is about the same as in the previous inspection.
142. In Year 1, pupils learn about celebrations, toys and transport through time and in Year 2 they learn about famous people, schools and homes in the past. In a Year 2 lesson, pupils used

artefacts well to examine the differences between a modern and a Victorian kitchen. Pupils demonstrated good recall of modern appliances and their Victorian equivalents. They developed vocabulary well as they learnt about a range', a pump, a washboard and a carpet beater and about how the Victorians kept their food fresh.

143. Pupils enjoy history. They are interested and enthusiastic, concentrate well and are eager to learn. However, written work is often poorly presented and left unfinished. This is evidence of a lack of monitoring of teaching and learning.
144. Teaching is broadly satisfactory. Teachers manage pupils well and generally have satisfactory subject knowledge. However, where subject knowledge is unsatisfactory, pupils' are misinformed, for example, when one teacher was confused between the Victorian era and the 1930s. Resources are often well used. The pace in lessons is generally satisfactory. Work is often well matched to pupils' learning needs, although the higher attaining pupils are not catered for well. The quality of marking and the use of day to day assessment are unsatisfactory and do not support pupils' developing writing skills well. Pupils with special educational needs are well supported by classroom assistants during the lesson, but they miss important parts of the lesson when they are called out of the classroom to receive reading support.
145. The use of ICT is not planned to support history, nor are educational visits to places of historical significance which are linked to the curriculum. This is unsatisfactory. Monitoring, evaluation and development of teaching of the subject are also unsatisfactory. The coordinator is relatively new to the responsibility and has begun to review the scheme of work.
146. A whole school policy for the subject has recently been produced and also a satisfactory scheme of work. Stated minimum standards to be expected by the end of the key stage have been agreed, such as, to be able to name the ways a household object has changed over time. Pupils are expected only to meet the minimum standard and, in consequence, the higher attaining pupils will not be sufficiently challenged.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

147. There were very few opportunities to observe pupils using ICT during the inspection, because teachers had not planned for the pupils to use computers. Judgements about standards of attainment and progress are based upon the analysis of pupils' work, school documents and talking to staff and pupils. By the age of seven, pupils' knowledge and understanding and use of ICT are below the national expectation, because they have insufficient opportunity to develop their skills.
148. Many pupils have a limited knowledge of the keyboard and of exchanging and sharing information. They are just beginning to write simple sentences and use the shift, delete and spacebar keys. They use an art program successfully to draw simple lined shapes and fill in different colours, such as, when they worked on a picture for a calendar. Their knowledge and understanding of the benefits of using ICT inside and outside school are unsatisfactory and they lack the necessary vocabulary. Pupils in Year 1 demonstrate confidence in using the computer when they use a word bank to write simple sentences. They apply drag and drop techniques well to dress a teddy and design a play park.
149. Progress since the previous inspection has been unsatisfactory and standards have fallen.
150. Most pupils enjoy using the computer and they are keen to learn when they are given the opportunity. On the very few occasions when they were observed using computers, pupils worked well individually, in pairs and in small groups. They showed respect for the equipment, took turns and supported each other well. The majority of pupils showed good concentration and perseverance. They have positive attitudes and are well motivated.
151. The quality of teaching was satisfactory in the two lessons observed. In these lessons, teachers had satisfactory subject knowledge and communicated it effectively to pupils. Planning is

satisfactory, but there was insufficient attention given for extending newly acquired learning to support other curriculum areas. From discussions with teachers and from an analysis of the school's documentation, it is clear that most, if not all, teachers have unsatisfactory subject knowledge and are not confident using ICT.

152. Overhead projectors are used effectively to support pupils' learning in mathematics. However, in general, unsatisfactory use is made of resources. Computers are almost always left switched off or on standby, displaying just a screensaver and, therefore, of no benefit whatsoever to the pupils. All classes have a listening centre and headphones, but insufficient use is made of them to enable pupils to work independently.
153. Since computers are not used and pupils are unfamiliar with them, ICT does not contribute to learning in other subjects.
154. There are two newly appointed coordinators who have very recently taken over responsibility for the subject. Both are enthusiastic and have a clear understanding of what needs to be done to provide support and improve standards.
155. Although there is some monitoring of planning, there is currently no monitoring of pupils' work or quality of teaching to raise standards and this is unsatisfactory.
156. The school has a priority for raising standards and has identified further training needs. The school has recently updated the scheme of work, using LEA guidance which is thorough, but this has not yet had time to impact on standards. The school has yet to consider how the subject can be managed and delivered and this is unsatisfactory.

## **MUSIC**

157. By the end of Key Stage 1, standards of attainment in music are above national expectations. Pupils make good progress. They sing tunefully in lessons and in assembly. In a Year 2 lesson, pupils effectively composed a 'sound story' using high and low pitched instruments to represent different creatures. All pupils listened attentively to each other and played their instruments only at the appropriate time. Having recorded their performance they made constructive comments when it was played back.
158. Since the previous inspection, pupils' standards of attainment and the quality of teaching have improved.
159. Pupils respond enthusiastically to music lessons and treat instruments with care.
160. Of the two lessons observed, one was satisfactory and the other was good. Where teaching is at its best, time is well used and a brisk pace is maintained. Teachers' knowledge and understanding of the lessons seen was good and they showed high expectation of their pupils. Pupils with special educational needs were taken out of the lesson for additional reading and missed some of the music work. This does not support pupils well in their learning and does not allow them equal access to the curriculum. This is unsatisfactory.
161. The newly appointed coordinators have prepared a music policy and lesson plans to cover the scheme of work. Targets have been established for pupils at the end of Key Stage 1 in performing, composing, listening and appraising. Monitoring of standards by the coordinators has yet to be established. Resources for music are good and readily accessible.
162. The school intends to begin a recorder club. It also intends to enter higher attaining pupils to perform in the Borough Music Festival and to invite parents to a series of concerts in each year group.

## **PHYSICAL EDUCATION**

163. During the inspection, only dance was taught to Year 2 classes and gymnastics to Year 1 classes. Pupils' attain standards that are broadly in line with the national expectation and this is the same as in the previous inspection. All pupils make satisfactory progress. In Year 2, pupils create and combine shapes based on Tai Chi into a longer dance sequence, by mirroring a partner well. In Year 1, pupils move and balance on 'points and patches' on the floor and then on small apparatus. Pupils show good control and inventiveness in their work. Pupils with special educational needs benefit from good support from their assistants and they make satisfactory progress.
164. Pupils really enjoy the work and are involved and motivated from the moment they begin their lesson. They show determination to perform and improve to the best of their ability. Their behaviour is good.
165. Teaching is good and better. In the better lessons, it is clear that pupils have been well taught to move equipment and do so co-operatively. Opportunities are given for children to volunteer to demonstrate what they have learnt. Teachers make their expectations clear to pupils and maintain a good balance between their talk and pupils' activity. They show good subject knowledge and give clear, helpful instructions and guidance that enable pupils to improve their performance. Teachers take good care using appropriate warm up activities to prepare pupils before they begin their main work. They offer appropriate reminders about safety. Quiet discipline and good pace are well maintained throughout the lesson.
166. The subject coordinator has been recently appointed and has already initiated significant developments. Statutory requirements are met. The accommodation is adequate for PE lessons, although the hall is only just large enough and the dining room is L-shaped and requires careful supervision.

## **RELIGIOUS EDUCATION**

167. Few lessons were timetabled for the inspection week and three lessons were observed. Judgements are based on these observations, the limited previous work available, discussions with pupils and staff and an analysis of teachers' planning and other school documents.
168. Attainment in religious education by the end of Key Stage 1 is broadly in line with the expectations of the locally agreed syllabus and this is largely the same as in the previous inspection. All pupils make satisfactory progress.
169. In Year 1 pupils learn about festivals and special times such as Christmas and birthdays. They consider what is right and wrong and emotions such as jealousy through listening to well-known stories from the bible. The quality of discussion is good and the opinions pupils express show an insightful level of thinking, particularly when they draw on their own experiences. In a Year 1 lesson about Joseph and his coat of many colours, a pupil suggested that the brothers were mean to Joseph because 'they wanted their dad's attention too'. Another pupil suggested that the brothers should have told Joseph how they felt and then he might have shared the coat with them. These themes are further developed in Year 2 when pupils learn about famous people who have made a difference, such as Mother Theresa, and consider their own conduct. Discussions with some Year 2 pupils showed that they remembered the names of Jesus' special friends and a few knew they were called disciples. They all knew that one disciple had been 'unkind' to Jesus. The pupils are less clear in their knowledge of major world faiths other than Christianity, but they are being taught about them. They have recently been writing about Jewish artefacts, such as a Torah Scroll, and drawing them too.
170. Children's attitudes and behaviour are good, overall. They are interested and take an active part in the lesson. They recall much of what they have learnt in previous lessons, but some of their written work is poorly presented.

171. Teaching is broadly satisfactory. Lessons are well structured with clear learning objectives. Teachers effectively review what has been covered in other lessons and use questions well to develop pupils' thinking. However, teachers' own knowledge of the major world faiths, including Christianity, is insufficient. Although pupils' work is marked, the quality and usefulness of marking is variable. Pupils with special educational needs are supported within the lesson both by the teachers and the learning support assistants, but provision for the higher attainers is unsatisfactory.
172. The school follows the locally agreed syllabus and is beginning to adapt it to suit the needs of the school. The resources are satisfactory and well organised. They include a range of books and artefacts from different religions. Although a local minister visits the school and a visit to a place of worship is planned to link with history, the school does not make sufficient use of the local community, including parents, to explore different faiths.
173. There are currently no strategies for assessing pupils' attainment in religious education and monitoring of the subject is inadequate. This is unsatisfactory.