

# INSPECTION REPORT

## **ST PETER and ST PAUL CE INFANT SCHOOL**

Chaldon, Caterham, Surrey

LEA area: Surrey

Unique reference number: 125165

Headteacher: Mrs L Poulter

Reporting inspector: Margaret Coussins  
OIN: 16084

Dates of inspection: 29 – 31 January 2001

Inspection number: 190579

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Aided

School category: Voluntary Aided

Age range of pupils: 4 - 7 years

Gender of pupils: Mixed

School address: 93 Rook Lane  
Chaldon  
Caterham  
Surrey

Postcode: CR3 5BN

Telephone number: 01883 343299

Fax number: 01883 343299

Appropriate authority: The governing body

Name of chair of governors: Mr John Rawling

Date of previous inspection: November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16084	Margaret Coussins	Registered inspector	English Art Foundation Stage	What sort of school is it?  How high are standards? – The school's results and pupils' achievements  How well is the school led and managed?  What should the school do to improve further?
9586	Sandra Goddard	Lay inspector		How high are standards? – 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?
18466	Kevin Hodge	Team inspector	Mathematics  Information Technology  Design and Technology  Music  Special educational needs	How well are pupils taught?
23543	Richard James	Team inspector	Science  Geography  History  Physical Education  Equal Opportunities  English as an additional language	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Kent Curriculum Services Agency  
Kroner House  
Eurogate Business Park  
Ashford  
Kent  
TN24 8XU

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St Peter and St Paul is a small voluntary aided Church of England infant school for boys and girls aged 4-7 years old. About a third of its 93 pupils come from the village of Chaldon and the rest from surrounding villages and parts of Caterham. Pupils come from a range of socio-economic backgrounds with some from advantaged families. The attainment of pupils on entry to school is higher than that found nationally. Twenty pupils are on the school's register of special educational needs which is around the national average. Three per cent of pupils are eligible for free school meals which is below the national average.

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

St Peter and St Paul is an effective school. Pupils enjoy school and behave very well which helps their learning. By the age of 7 many pupils reach better than average standards in reading, science and geography and satisfactory standards in other subjects. In writing and mathematics standards are not always high enough. The quality of teaching is satisfactory and often good in all classes. Pastoral leadership is good and promotes good relationships. The headteacher, parents, governors and staff work well together to meet the aims of the school. The budget is managed well and the school provides sound value for money.

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

- Pupils behave very well in lessons and at play and lunch times.
- Attitudes and relationships are very good. Pupils' enthusiasm and interest helps them to learn well and make progress in their work. They get on very well with each other and all the staff who provide good role models.
- Pupils achieve good standards in science, reading and geography.
- The teaching and learning assistants provide good support to pupils.
- Pupils with special educational needs learn well and make good progress.
- The school provides a good range of extra-curricular activities which contribute to and enrich learning.
- The school works well with the community to provide good learning opportunities.
- Pupils are well cared for by all staff and there is a very positive ethos.
- The partnership with parents is a strong feature of the school.

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

- The standards pupils achieve in writing and mathematics through more effective implementation of the literacy and numeracy strategies.
- Curriculum planning
- The attainment of more able pupils.

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

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

Teaching is now at least satisfactory across the school. This represents a significant improvement as at the last inspection in 1996, a quarter of the teaching was unsatisfactory. Attainment in science has improved and pupils' listening skills are good. Behaviour is now consistently very good in the Foundation Stage and Key Stage 1. There were four key issues that the school had to address at the last inspection. The rate at which developments were introduced into the school has become more manageable although the school has had to respond to a number of new national initiatives since then. A formal and systematic programme of monitoring and support for teaching is in place and is particularly evident for the newly qualified teachers who represent half of the teaching staff. This monitoring process should be further extended to identify training needs to develop teachers' subject knowledge. The

guidance given to teachers to plan their lessons has improved and these detailed plans now need to be fully implemented across the school. Assessment practice has improved in the core subjects, however, there is a lack of clarity in the use of assessments to determine planning decisions in the foundation subjects. A new classroom has been added to the accommodation to improve the class size ratio. The school has the capacity to continue this overall improvement.

## 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	A	A	A	B	well above average A above average B average C below average D well below average E
writing	B	A	B	C	
mathematics	A	B	C	D	

The above table shows that pupils are attaining standards that are well above national averages in reading, above national averages in writing and in line with national averages in mathematics. When compared with similar schools, standards are above average in reading, average in writing and below average in mathematics. Over the last five years attainment has been consistently above national averages even though the year on year picture has not risen steadily, in line with the national trend. The school met its targets for 2000 in reading and writing and fell a little short in mathematics. Standards of work seen during the inspection were largely in line with national expectations at Key Stage 1 and in the Foundation Stage. Standards in science and geography are good. Pupils with special educational needs achieve well in relation to their abilities. Pupils with higher abilities do not always achieve as well as they should. With the current satisfactory level of teaching across the school and the school's awareness of this issue, pupils have the potential to achieve still higher standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very positive attitudes and are interested and enthusiastic in their learning. This is a very good feature of the school.
Behaviour, in and out of classrooms	Pupils are very well behaved, polite and friendly. Their very good behaviour supports their learning and is a strength of the school.
Personal development and relationships	Good; pupils have very good relationships with each other and other adults and take responsibility well.
Attendance	Good; pupils are punctual for school

Pupils' attitudes and values are a strength of the school. The positive attitudes they show and their very good behaviour really make an impact on learning in the classroom. The reasons for this strength lie in the high expectations held by all staff in the school and the effective ways in which teachers manage the pupils during lessons and in the good provision for personal, social and health education (PSHE).

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>
Lessons seen overall	Satisfactory	Satisfactory

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

Teaching is satisfactory overall in all subjects and across the school and good in 40 per cent of lessons. No unsatisfactory lessons were seen. The teaching of pupils with special educational needs is effective and as a result, these pupils make good progress. Strong features of teaching are; the management of pupils by class teachers and the use teachers make of teaching and learning assistants who make a major contribution to pupils' learning. Teachers plan carefully for individual lessons, but need to make more reference to the schemes of work and longer term planning documents to help them make decisions about what to teach and when to teach it. Pupils learn well across the school as a result of their high levels of interest, concentration and independence. The National Literacy and Numeracy Strategies have been partially implemented, but there is a lack of clarity and consistency in their use throughout the school. The continuity of teaching in literacy and numeracy can be interrupted during the frequent curriculum focus weeks when activities are not always well matched to teaching objectives. Further guidance is needed if the strategies are to be used to have an impact on raising standards.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad and balanced, enhanced by a good range of extra-curricular activities and is satisfactory overall.
Provision for pupils with special educational needs	Good. Well targeted support and monitoring of progress helps these pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal, spiritual, moral and social development are good. Cultural development is satisfactory through the music and art curriculum. Work to give a greater awareness of the ethnic and cultural diversity of British society is less well developed.
How well the school cares for its pupils	Good. Pupils are safe and secure and looked after very well. Assessment information could be more effectively used in the foundation subjects.

The quality and range of learning opportunities for the under fives is good. Children are well cared for by suitably qualified staff. The school works very well in partnership with parents. There are good two-way communications and parents have confidence in the school. Parents are effectively encouraged to be involved in daily school life such as hearing readers and parents' skills are used in helping to maintain school buildings and grounds. This partnership contributes to the strong ethos of the school and helps pupils learn.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very committed and hard working. She provides good pastoral leadership, which ensures the commitment to good relationships and equality of opportunity, evident throughout the school. Longer term plans for developing further improvements in curriculum standards need to be more clearly indicated. Overall leadership and management are satisfactory.
How well the governors fulfil their responsibilities	Governors work very hard, support the school well and meet statutory requirements. They effectively monitor the work of the school. They need to focus their work more to longer-term curriculum and standards issues.
The school's evaluation of its performance	There are clear evaluations of where the school is in relation to other schools and numerical targets are set for literacy and numeracy. The school needs to look further at translating those numerical targets into curriculum targets to plan for further improvement.
The strategic use of resources	Satisfactory. Day to day finance is administered carefully and the principles of best value are applied appropriately.

The headteacher and governors work well together to promote the aims and values of the school and the Christian ethos effectively. The management role of teachers who are subject leaders, needs to be further developed by delegation of more responsibility from the headteacher. All teachers are appropriately qualified with two newly qualified teachers on the staff who are supported well by the mentoring procedures in place. Learning resources are satisfactory overall, with some improvements in book provision in the library. There is a lack of large outdoor play equipment in the Foundation Stage. The accommodation is adequate for the delivery of the curriculum because of the additional temporary classroom. Without this, classroom space would be difficult and the organisation of teaching groups would be less effective. The principles of best value are applied appropriately and the school provides sound value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils like school</li> <li>• Staff are approachable</li> <li>• The good behaviour</li> <li>• The school works closely with parents</li> <li>• The school helps children to become mature and responsible</li> <li>• The school provides an interesting range of activities outside lessons</li> <li>• Children are expected to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Amount and nature of homework provided</li> <li>• Information about pupils progress</li> <li>• The leadership and management of the school</li> </ul>

The vast majority of parents are positive about the school. Inspectors agreed that pupils do like school very much. The headteacher and all staff are approachable and work hard for the pupils. Pupils are very well behaved all around the school and were very happy to engage in conversations with inspectors. The school has worked hard to secure an effective and successful partnership with parents and they are encouraged to be actively involved in school life. Pupils' personal development is promoted well and the range of extra-curricular activities is good and enhances pupils' learning. Inspectors found that the

information provided by the school about pupils' progress is satisfactory, but felt that it could give parents a clearer indication of what their child can do. A minority of parents questioned the leadership and management of the school, but this was judged by the inspectors to be satisfactory.

## **PART B: COMMENTARY**

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

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

1. The attainment of pupils when they enter the school is high in comparison to other schools. By the end of the reception year the majority of children are on target to achieve the Early Learning Goals and many will exceed them. The majority of children listen well and can express their own ideas. They recognise a range of letter sounds, can read their own name and many are writing letters, words and simple sentences. They can say and use numbers up to ten and several can count to twenty or more. They are developing an understanding of time and can use associated vocabulary such as today or tomorrow.
2. In the 2000 National Curriculum tests and tasks at the end of Key Stage 1, pupils attained standards that were well above the national average in reading, above the national average in writing and close to the national average in mathematics. In teachers' assessments of science, pupils attained results that were better than the national average. When compared with similar schools, standards in reading are above average, in writing they are average and in mathematics standards are below average. Teacher assessment for science was above average for similar schools. There is no significant difference in the results attained by boys and girls. Since the last inspection, attainment has always been above national expectations although not steadily rising as in the national trend.
3. The school is on track to achieve the targets set for pupils when they reach the end of Key Stage 1 in 2001. The targets set for attainment in 2000 at the higher levels in English and mathematics were not met and the school has identified this issue as a priority. The school has effective systems for analysing its results to identify priorities, but needs to focus on how the curriculum should be modified in order to meet them. The current analysis does not look at the breakdown of the level 2 results.
4. The progress made by pupils with special educational needs continues to be good. They attain standards that are good for their abilities, particularly in the basic skills. There is evidence that several of them show decreasing need for additional help as they move through the school, having received good quality support.
5. Standards of attainment noted during the inspection were largely in line with national expectations at the end of the key stage and in most subjects. No significant differences in attainment between boys and girls were noted. Pupils attain good standards in personal, social and health education (PSHE). Pupils are able to talk confidently about their feelings such as what makes them happy or sad. They have a well-developed sense of fairness and justice and are able to relate well to each other and to adults.
6. Sound foundations are laid in basic literacy skills. Pupils are confident and articulate speakers and many have an extensive and interesting vocabulary. They listen well to their teachers and each other. Pupils read with fluency and expression. They are interested in books and keen to read. They are able to retell stories, predict outcomes and use the correct technical language to describe parts of books. They know the difference between, and the features of, fiction and non-fiction books. In a Year 2 lesson, pupils were able to pose their own questions and use the contents and index pages of non-fiction texts to find the relevant information. By Year 2 pupils are reading

well, but their knowledge of a range of authors and their ability to express personal preferences is less well developed. Pupils enjoy writing and are able to write simple stories and factual accounts. They use appropriate and interesting vocabulary, but by Year 2 their knowledge of how to organise their writing in different ways to suit the purpose and the intended reader is less well developed. Pupils know appropriate punctuation and their spelling is generally phonetically plausible, but too few of the more able pupils demonstrate accurate spelling and punctuation in their own writing. Handwriting is mostly joined and legible.

7. In mathematics, pupils develop sound skills in basic rules of number and their recorded work is consistently accurate. They are confident and quick in adding and subtracting 2s and 5s from 20 and counting on in 3s. Pupils understand and are able to construct graphs and data charts accurately and explain what they show, for example, of the different clothing that classmates wear to school. Their concepts of units of measurements they are working with are not always secure. Pupils are able to use and understand the benefits of using ICT in their mathematics work as in a Year 2 lesson where they were recording weather data to send via the Internet. The range of work covered in mathematics is narrow which has an impact on the standards achieved.
8. By Year 2, standards in science are above average. Pupils understand technical vocabulary in their work on the human body which is usually introduced in the next key stage. Pupils' investigative skills are well developed and they understand the need for a fair test. In one lesson, pupils demonstrated, through their investigations, their knowledge that materials change by heating, cooling or stretching.
9. In art, history, music, physical education, design and technology and information and communication technology, standards are in line with national expectations. In geography and swimming standards are above national expectations.

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

10. This is a strength of the school and represents an improvement since the last inspection. Pupils are clearly glad to be at the school. They are courteous, orderly, demonstrate self-confidence and good social skills. They act responsibly and are willing to take on responsibility when given the opportunity. There is further scope for pupils to take on additional proactive roles of responsibility in and outside of class lessons. The quality of relationships is very good between pupils and staff and other adults as well as with each other. Pupils mix well and show respect for each other within their peer group, between genders and between younger and older children.
11. Pupils show interest in their work and a clear willingness to learn. Behaviour is very good during lessons, at lunch and at playtimes. Most pupils are able to work independently as a whole class and in smaller groups. This could be developed through greater collaborative opportunities for children to work together. Overall pupils stay focused on the task. Some pupils need more frequent attention or direct supervision and receive formal assistance in the classroom. A few pupils have a history of being disruptive and have identified behavioural and/or emotional difficulties. The impact on others' learning by disruptive pupils is effectively minimised using a range of behaviour management strategies within the classroom and good teaching practice amongst teachers.
12. The school promotes a strongly positive ethos and children know what is expected of them. There is an active focus on reinforcing positive behaviour and caring. Pupils are aware of the range of rewards for good work and good behaviour and the sanctions for

unacceptable behaviour. All children are involved in defining a class code at the start of each term and pupils in Year 2 are assisting in identifying fair rewards and sanctions for the school.

13. Behaviour during lesson or room changes and during breaks is managed very well and is orderly without undue boisterousness. Pupils show respect for their own, others' and school property.
14. There have been no exclusions. Although bullying is not an issue for the school there are clear strategies for dealing with incidents promptly. This includes social skills awareness for both the victim and perpetrator to facilitate mutual understanding of events and the impact of behaviour on the outcome.
15. Attendance is good at over 95 per cent and not a school issue. Registers are taken promptly and efficiently at the start of the morning and afternoon sessions. Legal requirements for recording and reporting attendance are generally met. There is a clear procedure for teachers to record and monitor lateness and non-attendance and it is applied effectively. Greater consistency is needed in the calculation of weekly register statistics and ongoing statistics on absence are well monitored. The school continues to implement measures to maintain attendance and manage unauthorised absence. Pupils on long-term sickness or who take holidays during term time are provided with work packs to ensure they do not miss out on their learning. Good attendance clearly supports the progress pupils make.

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

16. The teaching is satisfactory overall. The quality of teaching in all of the lessons seen was at least satisfactory and in 40 per cent of lessons seen, teaching was good. This represents a considerable improvement on what was reported at the previous inspection. The teaching staff has changed completely since then and the new staff appointed are providing a secure level of teaching from which further improvements can be made. Teaching is good in science and geography. In all classes some good teaching was observed.
17. The teaching of the youngest children is satisfactory overall. They are well supported by the teaching assistants who work under the close direction of the class teacher. The planning of the work for this group is soundly based on recently published national guidance, but is weaker in identifying the way the pupils are challenged during more independent play activities. A good lesson was seen where the teacher made maximum use of a small group to extend their musical activities. Each pupil was able to have a turn and pupils could express themselves musically. The youngest pupils are managed well and the collective approach to their teaching is providing a secure learning atmosphere.
18. The teachers plan individual lessons with care and usually set out clearly what they want the pupils to learn, but the objectives for intended learning are not consistently shared with the pupils. In some cases this may be related to weaknesses in teachers' own subject knowledge. The schemes of work and medium term planning need to be fully implemented to ensure progression and development of skills. In the better lessons, the tasks set for the pupils are interesting and challenging and gives them some scope to use their own initiative and imagination. This was seen clearly during a lesson in design and technology in Year 2 where after discussion the pupils made interesting rescue vehicles. In another lesson, pupils enjoyed investigating the properties of hot air. A good example of more challenging activities was seen in a

physical education lesson in Year 1. The pupils of all abilities were challenged well with a good variety of different open-ended tasks for pupils to experience.

19. During lessons in literacy and numeracy, the tasks set provide some interesting activities, but rarely challenge the higher attaining pupils. Planning often highlights different activities for pupils, but in reality these do not extend pupils sufficiently. This is reflected in the work completed, which is often very similar for the different ability levels in the class. The literacy and numeracy strategies are not being fully implemented effectively through the school, which is restricting the progress made by the higher attaining pupils. Regular targets are set for the pupils in English, mathematics and science.
20. The teachers monitor the progress with appropriate care in these core subjects. Currently however, monitoring is an underdeveloped feature of the teaching of the foundation subjects. It is not clear how the assessments are used to determine if the pupils need more clarification or revision of aspects of their learning. Overall, the teachers' expectations of the quality of the pupils' work are appropriate and in the better lessons they expect more. However, higher standards are still possible in relation to developing pupils' own methods of recording and laying out work. The structure of most lessons is effective in allowing pupils to make progress, but the pace of lessons often slows as staff dwell too long on explanations. Relationships between the pupils and their teachers are very good and make a positive contribution to the pupils' learning. This results in very good levels of behaviour in all classes and difficulties are tackled quickly and effectively.
21. The teaching of the pupils with special educational needs is good overall. Generally, the activities take account of the learning targets set in their individual education plans. The teaching assistants help the pupils to raise their attainment especially in literacy and numeracy and are involved effectively in the actual planning of the work.
22. The homework policy and guidance is comprehensive, what is less clear however, is how different teachers link the homework set to classroom learning and the teachers' responses to completed work. The framework for reading significantly enhances the teaching and learning which takes place in the classroom and the use of teaching assistants who monitor work going home is effective.
23. Pupils' learning is satisfactory. Their interest, concentration, independence and very good behaviour helps them make satisfactory progress. The acquisition of skills, knowledge and understanding of the youngest pupils is good and well managed by the teacher. Learning is good in some lessons as a result of good teaching. For example, in a science lesson in the Year 1/2 class, pupils developed effectively their scientific knowledge of materials and their investigative skills. The lesson was well planned and structured, the teacher had clear objectives for learning and was able to check any misconceptions through an effective plenary session. The pupils enjoyed their work, behaved well, concentrated on the task and were able to explain what they had learned.

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

24. The school provides a broad, balanced and relevant curriculum for all of its pupils. A long-term framework ensures that each subject has an appropriate teaching time. The statutory requirements of all the subjects in the National Curriculum are met. Sex and drug education are covered in the science and PSHE. The guidance given to teachers to plan their lessons has improved since the last inspection. However, the school

needs to continue to develop more detailed plans to ensure that the potentially higher achieving pupils are challenged in every lesson and the general teaching requirements of the National Curriculum are met. The reliance on worksheets to record their work limits the opportunity for pupils to organise their writing in a logical and coherent form. Pupils should be given more opportunities to develop their ICT capabilities to support their learning in all subjects.

25. There are many opportunities when the pupils benefit from learning outside the classroom. Members of the local clergy conduct assemblies in school and there is a programme of regular visits to the local church. The pupils have worked with local businesses on curriculum projects, which have gained national recognition through the winning of competitions. Collaborations have included working with a local bank on the BEAR award and the recycling of spectacles to be distributed in developing countries. The school also gained a 'Healthy Eating' award. In the week of the inspection pupils were participating in the Met Link project which involved pupils using instruments to measure rainfall, temperature and wind direction data as part of a global project and communicating their findings to the Meteorological Office via the Internet. Year 2 pupils have a residential visit to a rural centre and visit the National Portrait Gallery. All of these experiences enhance their understanding of the world and give a wider perspective to their learning.
26. The school has adopted some aspects the National Literacy and Numeracy Strategies, but the implementation is inconsistent throughout the school. This limits pupils' attainment especially in spelling and writing. The large amount of time the school devotes to curriculum focus weeks, for example, weather weeks and "1940" week results in activities that are not always well matched to specific objectives in the teaching of basic skills of literacy and numeracy. The school should consider the frequency of these focus weeks or plan them in sufficient detail in order that they provide continuity in the teaching of writing, spelling and numeracy.
27. Pupils have equal access to the curriculum and there are no gender issues. Boys and girls work and play together and both sexes have the same opportunities in all lessons, including games. During the inspection, no evidence of any difference in progress between boys and girls was seen.
28. The provision for pupils with special educational needs is good. The process for identifying needs and the quality of support is good. They are supported in class by good support from teaching and learning assistants. The approach in the main is inclusive and the school gives work to pupils who miss school time for holidays and hospital treatment.
29. The provision of extra-curricular education is good. There is a wide range of sporting and musical activities and most require a small financial contribution from parents. They include guitar, recorder, football, trampolining, tennis and gymnastics. French is also taught throughout the school. The school has an after-school club which provides a rich programme of activities, which is well supported by parents. These after-school activities contribute to and enrich learning.
30. The provision for pupils' personal development is good and is underpinned by the strong Christian ethos. The school provision for moral and social development is good. All staff provide strong role models and the way they treat the children and respond to the few instances of minor unsatisfactory pupil behaviour, promotes the understanding of moral issues. Pupils are asked to reflect on the consequences of their behaviour and the impact it has on others. The daily assemblies are used well to emphasise Christian

values as well as the school as a community. The school positively promotes good behaviour and the school rules are on display around the school. Pupils clearly understand the difference between right and wrong and the need to treat every one with respect.

31. The provision for the pupils' spiritual development is good. The daily assemblies held in the school give opportunities for pupils to reflect. Pupils listen to the teachers or clergy in absolute silence. They enjoy the stories and are keen to contribute. The singing of hymns and songs contributes effectively in providing a sense of reverence. In art lessons they are asked to think quietly about their work, in English they are asked to empathise with characters in stories.
32. The overall provision for cultural development is satisfactory. English, art and music, provide pupils with good insights into western European culture. The National Pavement Artist competition is hosted annually by the school to raise money for muscular dystrophy. Pupils have opportunities to sing and play musical instruments. Pupils learn about other non-European countries in geography and the school has links with schools in Slovakia, France and Italy. The school is also involved in the Japanese Internship Programme where a Japanese student spends the summer term in the school as a classroom assistant, introducing pupils to the life and culture in Japan. The work the school does to give pupils a greater awareness of the ethnic and cultural diversity of British society could be developed further.

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

33. The provision for support, guidance and pupils' welfare is good. The school strongly promotes a positive ethos and children know what is expected from them. There is a positive orientation to behaviour management, which includes a range of incentives for good effort and achievement and for good behaviour.
34. The behaviour policy clearly defines acceptable and unacceptable behaviour and is implemented effectively by all staff. There is an ethos of developing and reinforcing positive social skills amongst children as well as respect for property. Specific incidents of misbehaviour are generally dealt with promptly and calmly. All pupils are well known to all staff. Pastoral care is a strong feature of the school.
35. The school promotes a secure and safe environment. The procedure for pupil medication is clear to teachers, non-teaching staff and parents. The headteacher and an additional teacher are fully trained in child protection awareness and procedures. The school ensures that remaining staff are knowledgeable about child protection and recognises that the new teaching staff require similar induction. All staff are trained in first aid.
36. Monitoring of academic progress is satisfactory and has improved since the last inspection. Providing greater opportunity for pupils to evaluate their own work would build on this further. The school has introduced individual targets and the impact of this is on learning is at an early stage. Further development is needed to ensure targets are appropriate and include a degree of challenge. Annual reports are informative for parents although it is less clear that individual learning targets are effectively conveyed and understood. There is very good practice in monitoring the personal development of pupils. There are good procedures for monitoring and promoting attendance which have a positive impact on standards. Registers are taken promptly at the start of morning and afternoon sessions and attendance is recorded according to legal guidelines. Greater consistency is needed in keeping ongoing statistics.

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

37. This is a strong feature of the school and an improvement since the last inspection. There are good channels of communication between the school and parents via the prospectus, weekly newsletters, supplementary letters, pupils' reading 'logs' and termly meetings to discuss children's progress. Records of achievement are satisfactory. Annual reports to parents are explained and discussed at private parent-teacher meetings. There is good liaison with the parents of identified pupils with special needs when appropriate.
38. One parent performs an active governor role. The parent-teacher association is highly successful in raising funds for the school as well as fulfilling an effective social role. Parents are encouraged to be involved in daily school life such as in hearing readers and parents' skills are used in helping to maintain school buildings and grounds. Extension of learning into the home is encouraged, for example through project work.
39. Parents have confidence in the school and are very supportive of its efforts. The majority of parents feel that their children like the school, that it offers good teaching, achieves high standards and that it has a positive effect. The majority of parents also feel that staff are approachable with regard to problems or questions and that the school develops a sense of maturity and responsibility in their children and reinforces good behaviour. Although the majority view is favourable, a minority of parents expressed some concern about the leadership and management of the schools and the lack of information about how their child is getting on. Also mentioned were homework and whether the school works closely with parents.
40. Procedures when pupils enter the school are good and both parents and pupils feel welcomed. There is an effective induction procedure for newcomers whether in the reception year or other classes in the school. The school has a good relationship with the main receiving junior school which includes liaison between staff from both schools, parent and pupil evenings as well as pupil visits to the school.

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

41. The leadership and management of the school is satisfactory overall with many strengths and some areas for further development. The headteacher is very committed and hard working and provides good pastoral leadership which has a very positive impact on the ethos of the school. It is clear that the school's aims are reflected well in its daily work. The commitment to good relationships and equality of opportunity for pupils stems from the headteacher and this is evident throughout the school. The governing body is very supportive of the headteacher and the school and works hard to provide the right sort of direction. It is meeting all statutory requirements. Members of the governing body attend training to keep up-to-date on national and school developments. Governors monitor the work of the school through a series of formal and informal visits. The leadership and management of the school needs to focus more on shaping a longer-term school development plan for further subject improvement and in monitoring its progress. The school development plan is currently focused upon the present and following year and does not look further ahead. The governing body has set targets for literacy and numeracy improvements until 2001 and these are appropriately challenging. It is also engaged in agreeing performance targets with the headteacher as required by new legislation.

42. The school needs to continue the development of subject leadership by teachers, which has begun to be implemented, to ensure a positive impact on standards in all subjects. Expectations and opportunities should be made clear for all subjects. In this way, the school development plan will be based more securely on monitoring curricular outcomes and will prove a more effective long-term planning tool. Given the commitment to learning shared by the headteacher, staff and pupils, the school has the capacity to achieve even higher standards.
43. Communication in the school is effective and the school day runs smoothly. Office staff provide good support to both staff and pupils. Communication between teachers, teaching and learning assistants and midday staff is good and important information about pupils is shared effectively to ensure good support at all times. Good use is made of the school day, lessons start promptly and time is always used effectively for learning.
44. Day to day finance is administered carefully and the principles of best value are applied appropriately. The addition of an extra classroom and teacher has been handled effectively and the funds used appropriately. The competition aspect of getting best value is addressed particularly effectively by the use of different suppliers. The financial systems are effectively organised and the recently appointed financial assistant has a good overview of the systems. The school is making good use of new technologies as part of the management and administration of the school, but makes insufficient use of information and communication technology to support and promote skills throughout the curriculum. Computers are used to support the administration of the budget, which is regularly monitored by the headteacher and governors. The most recent audit report carried out in December 2000 highlighted a significant number of minor points for improvement and the school is responding to the report.
45. Given the fluctuation in the standards attained at the school when compared to the national trend of a steady rise in standards and the comparatively high costs per pupil, the school gives sound value for money. Overall, the governors strike a satisfactory balance between their two roles of supporting and monitoring the finances of the school.
46. The co-ordination and support for the pupils with special educational needs is good overall. The headteacher is currently managing the co-ordination of special needs and is assisted effectively by a governor who liaises closely to ensure that the pupils receive suitable support.
47. Staff are deployed well and are effective in promoting pupils' learning. Good support is given to new staff, including newly qualified teachers. Induction and mentoring of new staff is effective. All staff work well as a team. The accommodation is currently adequate for the delivery of the curriculum because of the additional temporary classroom which has improved the class size ratio. Displays of pupils' work are good and enhance learning opportunities.
48. Resources are sufficient overall to meet the demands of the curriculum.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

49. In order to raise standards further, the governors, headteacher and staff should:
  - Improve standards pupils achieve in writing and mathematics by:
    - strengthening teachers' subject knowledge;
    - developing curricular targets leading to higher standards (paragraphs

- 2, 6, 7, 23, 58, 66, 68);
- ensuring consistency and progression in the teaching through more effective implementation of the literacy and numeracy strategies (paragraphs 19, 25, 67, 70).
- Improve curriculum planning by:
  - clearly indicating progression and development of skills;
  - fully implement the schemes of work and medium-term plans which give more detail to teachers on what to teach and when to teach it;
  - ensuring planning provides work to challenge pupils of all abilities;
  - longer-term school development planning for further subject improvement (paragraphs 18, 23, 40, 81).
- Improve the attainment of more able pupils by:
  - providing more challenging work (paragraphs 19, 23, 58, 66, 70).

Other issues which the school should consider:

- providing more opportunities for pupils to work collaboratively (paragraphs 11, 59, 90);
- further work to provide pupils with a greater awareness of the ethnic and cultural diversity of British society (paragraph 31);
- extend the use of information and communication technology throughout the curriculum (paragraphs 43, 96, 100);
- the over reliance on worksheets (paragraph 91).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	40	60	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	93
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR– Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	20

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
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	14	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	13	12	12
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (96)	96 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	12	12	12
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	93 (89)	93 (93)	96 (86)
	National	84 (82)	88 (86)	88 (87)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	67
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	18.6
Average class size	23.3

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

Total number of education support staff	8
Total aggregate hours worked per week	114

### **Financial information**

Financial year	2000
	£
Total income	199,884
Total expenditure	201,576
Expenditure per pupil	2,317
Balance brought forward from previous year	-3,125
Balance carried forward to next year	-4,817

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	93
Number of questionnaires returned	33

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	61	33	6	0	0
Behaviour in the school is good.	52	42	0	0	6
My child gets the right amount of work to do at home.	36	45	6	9	3
The teaching is good.	58	39	3	0	0
I am kept well informed about how my child is getting on.	48	33	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	30	0	3	3
The school expects my child to work hard and achieve his or her best.	64	33	3	0	0
The school works closely with parents.	42	42	6	9	0
The school is well led and managed.	45	36	15	3	0
The school is helping my child become mature and responsible.	55	42	3	0	0
The school provides an interesting range of activities outside lessons.	67	27	6	0	0

## **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**

50. The quality of provision in the Foundation Stage is good. Children are well cared for by suitably qualified and experienced staff. The curriculum is broad and provides for activities that are suitable for young children. According to Baseline Assessment (assessment on entry to school) the attainment of the majority of children is high in comparison to other schools. The majority of children are on track to reach the Early Learning Goals by the end of the Foundation Stage and many will exceed them.
51. Standards and the quality of teaching have improved in the Foundation Stage since the last inspection. There was a balance of good and satisfactory teaching in the lessons observed and it is satisfactory overall. Learning support assistants make a positive contribution to the progress made by the children. The positive partnership between parents and the school helps to support children's learning. Behaviour is very good. The children have good attitudes to attending school, are happy and secure in the school environment and respond well to an ethos of encouragement and support.

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

52. The provision for personal, social and emotional development is good and children attain good standards. The teacher provides a range of activities that offer the children new experiences, stimulate curiosity and motivate the children to learn. The children work very well together as a class and in smaller groups and co-operate well in sharing resources and taking turns. They have good relationships with the adults who work with them as well as their teacher. The children's behaviour is good and this helps them learn well. They are very sensitive to others' needs and during the inspection demonstrated their maturity when faced with inappropriate behaviour from one child in the class with severe emotional and behavioural problems. They can attend to matters of personal hygiene and would respond well to more opportunities to select and use resources independently. The children are able to sustain their concentration and sit quietly as demonstrated in the assemblies observed during the inspection. This part of the curriculum is planned thoroughly. The teacher and teaching and learning assistants have daily plans for activities that promote personal, social and emotional development, teaching is good and a good quality of learning results from individual activities.

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

53. The children's attainment by the age of five generally exceeds the early learning goals for this area of learning. Teaching is good as a result of the pace of lessons, effective teaching strategies and good use of appropriate resources. For example, in one lesson, the teacher used a large version of the text "Bear Hunt" in a whole class shared reading session. The teacher shared the objectives for the lesson with the pupils, built on the children's existing knowledge, effectively taught children to develop phonic skills and other reading strategies and as a result, children's learning was good. Children's attitudes to learning are very good. On entering school, children have high attainment and this is developed well. Children can speak, read and write well for their age. By the time they reach the end of the Foundation Stage, the majority of pupils listen well and with enjoyment when people speak or read to them, express their own ideas, speak clearly and have extended their vocabulary significantly. The majority of children can hear and say sounds at the beginning and end of words and can write them using their phonic knowledge. Their letters are generally correctly formed. Many are writing simple

sentences and use capital letters and full stops. Children recognise the written form of their own name and they can recite nursery rhymes and short poems from memory. The teacher provides the children with access to many books. Most children can show where a book begins and ends, say the title of it and tell the story from the pictures in their own words. Children enjoy books and handle them with care. When reading as a class from a big book, children concentrate and predict what will happen next.

### **Mathematical development**

54. The majority of children reach the expected standard in mathematical development by the end of the Foundation Stage. Provision is satisfactory and children are involved in work that develops an understanding of number, shape, space and measures. They can say and use the numbers 1 to 10 and can recognise the numerals 1 to 9. A few children can count to 20 or more. They use the vocabulary involved in adding and subtracting within ten in practical activities. Children can use words such as longer or shorter, higher or lower and can name and sort simple shapes. They pour water and sand in and out of containers and can say which one will hold more. They can follow simple patterns and arrange objects in sequence. There are objects to sort and count, number lines and number squares, clocks, shapes, measuring and weighing equipment and coins. The teaching of mathematical development is satisfactory.

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

55. The teaching and provision for the development of children's knowledge and understanding of the world is good and attainment by the age of five is good. During the inspection some good teaching was seen which promoted good progress towards this Early Learning Goal. A wide range of activities is planned to help children find out more about the world in which they live and how they interact with it. The school grounds are used very effectively as a resource, for example when children went on their own "Bear Hunt" in the grounds after reading the book to notice particular features to include on a map. They are introduced to and understand the need for a fair test and investigate materials to see how they change using their senses. For example, in one lesson, children were able to notice changes in colour when materials get wet, that the texture of newspaper alters when wet and that water can be squeezed out of cotton wool. In another lesson, children were experimenting with wet sand, exploring the differences between wet and dry sand and thinking of appropriate words to describe what it felt and looked like. Children use a variety of materials to design and make objects and use a range of techniques to assemble and join their models. They learn about the weather and changes from day to day which they can describe using appropriate vocabulary and they can identify days of the week. They use information and communication technology well to support their learning. For example, groups were observed using computers to re-read a book that had been shared with the whole class. They are confident users of the computer, able to operate the mouse to turn pages at the right time and go backwards and forwards as desired. Many children were able to return to a main menu to read different books of their own choice. Through the whole school projects, they are aware of issues concerning re-cycling and conservation. Children respond well to early opportunities for reflection, to consider right from wrong and to begin to understand about relationships with other people.

### **Physical development**

56. Children's physical skills are in line with national expectations by the time they are five. The quality of teaching is satisfactory and attitudes to learning and behaviour in physical activities are good. The children have many opportunities to practise fine motor skills by

drawing, cutting, threading, sorting, sticking and building. They gain increasing control when using crayons, pencils and paint and in using tools such as scissors. There is no secure outdoor area that the children can move in and out of freely from the classroom that accommodates reception children. This does not have an adverse affect on attainment as very good use is made of the extensive and well appointed school grounds in general. There is a lack of provision of larger equipment such as scooters and trolleys. In one outdoor play lesson observed during the inspection, children were playing a game directed by the teacher. They were able to demonstrate a good awareness of space by running in all different directions without bumping into each other. Most children could move freely forwards and backwards and could stop, start and move on again when asked. Children were able to improve their skills well throughout the session. They enjoyed the activities and behaved very well. At the end of the session they were aware of and able to describe the changes in their bodies, for example, they were hot, their hearts were beating faster and they were breathing heavily.

### **Creative development**

57. The provision for creative development is satisfactory and children reach the expected level of attainment by the age of five. Children have helped to create a texture wall in their classroom and use it regularly to explore colours, textures and shape. They experiment with colour using paint to darken and lighten various colours. Teachers and other adults intervene with appropriate questions in order to encourage children to think about what they are doing in creative activities so they have opportunities to reflect, refine and improve their work. Children clap and beat rhythms and in one lesson were able to play the xylophone carefully working out a simple sequence. Children sang songs from memory in assemblies with confidence and competence. There are good opportunities for role-play which mean that children's skills in playing out stories they have heard are good. Teaching is satisfactory and the majority of children reach the Early Learning Goals for creative development by the end of the Foundation Stage.

### **ENGLISH**

58. Standards in English overall are in line with the national expectation and similar to the findings of the last inspection. Results in the 2000 national tests show that standards in reading were well above national averages compared to all schools nationally and similar schools. Standards in writing were above average compared to all schools nationally and comparable to those in similar schools. The test results show that the percentage of pupils achieving higher levels in reading is well above the national average, but when compared with similar schools, the percentage of pupils achieving the higher levels in writing is below that expected nationally.
59. When pupils enter the school their skills in speaking and listening, reading and writing are high. These skills are maintained as pupils enter Year 1. They make good progress in reading to achieve the high standards at the end of the key stage. Writing skills are less well developed throughout Key Stage 1 and consequently the progress pupils make, particularly the more able pupils, results in some under-attainment by the end of the key stage.
60. Pupils are confident and articulate speakers. Speaking and listening skills are developing soundly throughout Key Stage 1. Pupils are given opportunities to listen carefully, particularly when engaged in whole class work with a shared text. They are encouraged to respond to questions and are frequently asked to contribute orally. They learn appropriate vocabulary in their English lessons and specific vocabulary in other

areas of the curriculum which they can use well to describe what they know and what they have done. They listen attentively and with interest to their teachers, other adults and each other which is an improvement since the last inspection. They do not have enough opportunities to work on tasks and activities in pairs or groups to develop further their speaking skills to collaborate, negotiate and investigate.

61. Pupils read aloud with confidence and good expression and a good degree of accuracy. They have the confidence and a range of skills to attempt words that are unfamiliar to them. Many pupils are reading at above average levels. In Key Stage 1, pupils learn to read well and are soon able to recognise letter sounds and to read familiar words. These skills are built upon so that by the end of this key stage, most pupils are reading confidently. They use picture and context clues to help them read unfamiliar words. The more confident readers can predict what might happen next in a story and can recall the main points of a previously read text. They respond to punctuation and read aloud with expression. However, they are not confident in expressing preferences for favourite authors and recognising particular styles of writing. A sample of pupils from across the school, representing all levels of ability, was heard reading during the inspection. It is clear that pupils are reading confidently and competently, but some are insufficiently challenged by the materials on offer. Greater choice and challenge would enable pupils to read at more demanding levels and to raise standards still further. Breadth, personal choice, knowledge of a range of authors and text are not as well developed for older pupils
62. Standards in writing are in line with national expectations overall. Pupils write in simple sentences and know basic punctuation conventions such as full stops and capital letters. They are able to write from experience and recount personal events. They create simple stories of their own, often stimulated by stories the whole class has shared. By the end of the key stage, pupils are still too dependent on spelling phonically which means that spellings are often inaccurate. Letters are shaped well so that pupils' writing by the end of this key stage is legible and fluent and mostly joined. Given pupils attainment on entry there are pupils who under-attain as they are not on track to reach the higher level 3 or a secure level 2 because their writing lacks fluency and sophistication and knowledge of how to use a variety of written features to create effects. Pupils do have the ability, but they do not have the techniques. They are keen writers who enjoy writing, but they need more knowledge of how writing works, how to organise their writing for different purposes and for different readers. Pupils respond well to their English lessons. Their behaviour is very good and they show very positive attitudes towards learning. They are keen to contribute in lessons and listen carefully to staff and other pupils. They co-operate well with each other.
63. Teaching is satisfactory across the school. This is an improvement since the last inspection. A good feature of teaching is the range and quality of questions used by staff to extend pupils' thinking and the whole class sessions where a range of interactive teaching strategies is used. Learning support assistants make very positive contributions to pupils' learning, particularly those with special educational needs who, as a consequence, progress well. In some lessons, pupils, particularly the more able, are not challenged to improve their knowledge and understanding and some pupils are engaged in tasks that do not promote progress, for instance copying text.
64. Subject leadership is satisfactory though limited. The teacher is new to this role and aspects of managing the subject and monitoring teaching and learning are not yet fully developed. The school has partially adopted the National Literacy Strategy, but there are inconsistencies and confusion amongst the staff about its implementation. The

medium term planning is not detailed enough to support teachers in knowing what to teach and when to teach it in order to ensure progression and continuity in skills.

65. Challenging targets for higher attainment were set for 2000 and not achieved. The school has identified writing as a priority for the coming year. Assessments of pupils' progress in reading are recorded thoroughly. The current strategy for teaching writing, which is to provide more writing opportunities, does not address the need for direct and specific teaching of skills for improvement. Teachers need further opportunities to secure their subject knowledge in this area.

## **MATHEMATICS**

66. In the National Curriculum tests for 7 year olds in 2000, the standards achieved were better than the national average with over 90 per cent of the pupils achieving either the expected level 2 or above. These results at this level compare well to those attained by similar schools. The proportion of pupils attaining the higher level 3 however, is below the national average and well below average when compared to results attained by pupils in similar schools.
67. Analysis of the national test results over the last three years shows that the pupils' performance in mathematics has declined from very high in 1998 to its present level. The inspection evidence indicates that pupils attain standards that are in line with the national expectation. This is broadly the same picture reported in the last inspection. The most able pupils however, are insufficiently challenged and do not do as well as they should in their work and this may account for the lower proportion of pupils attaining the higher level 3.
68. The introduction and implementation of the numeracy strategy has been partly successful, although has not been effective in maintaining the higher standards attained in the past. Teachers generally have clear ideas in teaching the various elements of the strategy, although these are sometimes taught in isolation. The benefits of improved mental recall and development of mathematical knowledge can be seen within individual lessons, but is less successful in promoting higher standards overall. The National Numeracy Strategy is having a limited effect upon raising standards, but is providing effective guidance for newer teaching staff.
69. In Year 1, pupils have a secure understanding of tallying and they use this skill to construct graphs of the different clothing that classmates wear to school. The graphs are accurate and the pupils can explain what they show. In another class, Year 1 pupils know the basic units of measurements such as millimetres to record rainfall during the school's 'weather watch' week. The pupils recorded their findings on a data chart accurately, although when questioned, were not as confident and were uncertain whether a millimetre was a large or small unit of measurement. In Year 2, the pupils can also record different weather data to enter into a computer programme later. In basic number work the pupils are confident and quick in adding and subtracting 2s and 5s from 20. Practical work with apparatus was not a strong feature of the work seen in lessons, but relied upon recording work onto prepared worksheets. Past work indicates that pupils develop sound skills in basic rules of number and their recorded work is consistently accurate. The range of work covered is narrow, however.
70. The pupils enjoy mathematics, particularly the mental sessions at the beginning of each lesson. They are keen to respond to the teachers' questions and enjoy using number fans to show their answers. The pupils keep working and concentrate well. They are confident when suggesting answers, but not as confident in explaining how they arrived

at the answer. The pupils are keen to increase their knowledge and skills. Pupils with special educational needs generally make good progress in gaining skills. They benefit from the smaller groupings and close support of teaching assistants.

71. The quality of the teaching is consistently satisfactory and in one lesson teaching was good. The lessons are planned appropriately, although do not highlight links to National Curriculum or National Numeracy Strategy guidelines sufficiently. Lessons move at an appropriate pace and present the pupils with sufficient challenge during the mental warm-up sessions. The teachers use a limited range of approaches and resources, but try to make the activities interesting. The school's 'weather watch' project is a good example of an interesting topic, but the mathematical elements of the topic are not sufficiently explored. Too much work is recorded onto prepared work sheets, which restricts pupil's progress in learning how to lay out work or record in different ways. Assessment sheets and target setting recording sheets are used to monitor pupils' progress, but how this information is used to influence future planning is less clear. The tasks are mostly well matched to the pupils' needs, although the higher attaining pupils are not sufficiently extended. In the good lesson seen in Year 1, the relationships between the teacher and pupils was particularly productive in getting them to understand the concept of tallying and recording information onto graphs. Overall the pupils are managed well in all the lessons seen which allows them to make worthwhile contributions. This results in good behaviour of the pupils within lessons.
72. The effectiveness of the additional support is good. There is good liaison between the teaching assistants and the teachers who carefully plan the activities that take place. The subject is being overseen appropriately by the headteacher at the moment and the weaknesses in the latest national test results are being analysed. The subject has sufficient resources, but little practical apparatus was seen in use during the inspection.

## **SCIENCE**

73. In 2000, the last year for which national figures were available for comparison, according to their teacher's assessments, 96 per cent of pupils reached the expected standard by the end of Key Stage 1. This is above the national average. However, half of the pupils reached standards that are above national expectation, a figure which is well above the national average. This is an improvement since the last inspection.
74. Standards in the current Year 2 class are above average. In their work on the human body the pupils are challenged well by the teacher and understand technical vocabulary that is usually introduced in the next key stage. They are taught to measure accurately when taking readings of temperature and rainfall as part of weather week. They record millimetres, a topic which is also usually taught in the next key stage. Pupils recorded work tends to be on worksheets and there is a need for them to organise their own accounts and to make more use of computers to support the recording of evidence and presenting results.
75. Analysis of pupils' work shows that they are consistently making good progress and continue to achieve well from a good understanding in the Foundation Stage. Pupils have plenty of opportunities to undertake experiments, which in the main tend to be teacher directed. However, they understand the need for a fair test from Year 1 onwards. All pupils enjoy investigative work. They collaborate well and are careful with equipment. Pupils are supported well in class by the teaching and learning assistants and they support scientific enquiry well.

76. The quality of teaching is good overall and this accounts for the pupils' good progress. Teachers plan their lessons well using their good subject knowledge. They use clear explanations and questions are used well to get the pupils to think.
77. Teachers encourage pupils to explain their thoughts to clarify understanding and emphasise the importance of a scientific approach. In a Year 1 class the teacher stressed the importance of taking care not to move when holding a paper spiral over a radiator and to watch very carefully to see if it moved. Pupils then got into a discussion about reducing the variables, for example, the door may have been open which could have caused a draught to blow the spiral. The teachers use a wide range of resources, which holds the pupils' interest. Pupils throughout the school enjoy their work and have a positive attitude to science.
78. Teachers assess the pupils' progress and enough time is planned at the end of lessons for teachers to find out the pupils' understanding in order to plan what they do next. The headteacher co-ordinates the subject. She has good subject knowledge, monitors the teachers' planning and manages the subject effectively.

## **ART AND DESIGN**

79. Only one lesson was observed due to inspection timetabling constraints, but discussions were held with some Year 2 pupils. In addition displays were noted and scrutinised, as were some lesson plans from lessons that could not be observed.
80. Standards in art at the end of Key Stage 1 meet the national expectation. Pupils can use a variety of media and have produced some good pastel and watercolour pictures to portray winter scenes effectively. Pupils have experienced and made satisfactory progress in a range of techniques that include drawing using pastels and crayons, painting and collage work. Design work for flood rescue vehicles has stimulated some pupils to experiment well with three-dimensional work. It is planned that pupils in Year 2 will visit the National Portrait gallery to inform their artwork and learn about pictures of famous artists.
81. In the lesson observed, teaching was satisfactory. Teaching develops pupils' skills in evaluating their own and each other's work in order to make improvements and further their ideas. Planning builds on previous experience and knowledge. The teacher had appropriate expectations for pupils to interpret ideas with imagination and see for themselves improvements from their previous work.
82. Themes of art and design work flow naturally from other subject areas and link back to them well. Pupils are taught to display their artwork well and staff value the subject highly as shown by the many displays. Nevertheless, too much emphasis is placed overall on the finished product and too little on the process which helps achieve it. This is partly because subject planning has not been reviewed carefully enough to track through progression and continuity in the four aspects of National Curriculum art and design.
83. The subject leader, an NQT, has only recently taken on this role. She maintains and distributes resources and the focus of her work so far has been on the consistency and quality of display throughout the school. She has managed this well, but the full range of her role needs to be realised to include planning and monitoring. Art and design has not been an identified school priority thus far and there has been some decline in standards since the last inspection.

## **DESIGN AND TECHNOLOGY**

84. Only one lesson was seen during the inspection, but past work and discussions with pupils were taken into account when reaching a judgement. In the last inspection, standards were judged to be above average by the time the pupils left the school. The present inspection evidence indicates that the standards are in line with national expectations.
85. In the one lesson seen, pupils were given the problem of designing a vehicle to rescue people from some floods. Pupils were able to draw different designs, each having specific features such as seats, headlights or rescue equipment. These generally show that pupils understand they need to be clear about the purpose of the finished vehicle before designing it. The finished models were appropriately constructed, showing a variety of joining techniques such as gluing and taping. Several had features which made them a little different such as a see-through passenger compartment. Other models such as wind cups, connected to work on weather, showed appropriate levels of design. The completed models show some individuality in their finish. Past photographic evidence showing model castles and a giant model dragon indicated sound standards of making and designing.
86. The pupils' learning was good in the one lesson observed and built upon the sound progress evident from past work in the younger age classes. The teaching in this lesson was good. The teacher had particularly high expectations of the way the pupils thought about their designs and offered constructive advice. The pupils with special educational needs also make good progress through the key stage.
87. The co-ordination of the subject is sound and is currently overseen by the headteacher who also co-ordinates mathematics, special educational needs and other areas. A teaching policy and a scheme of work with appropriate guidance for the teachers are in the draft stage. The pupils' achievements are noted, but there is no apparent system for highlighting weak areas. The available resources are appropriately used and are sufficient for the needs of the school.

## **GEOGRAPHY**

88. It was only possible to observe one geography lesson in Year 2 during the week of the inspection. Therefore judgements are based on limited classroom observation supported by scrutiny of pupils' work and discussions with the co-ordinator.
89. Attainment at the end of Key Stage 1 is above average. Pupils can locate their hometown on a map and are using globes and world maps to locate the continents of Africa and India. They are also using appropriate geographical vocabulary such as temperature and equator. Through a whole school recycling project they recognise how the environment may be improved and sustained
90. Since the last inspection the school has adopted more detailed schemes of work, these were revised in 1999 and need further revision in light of the National Curriculum 2000. The opportunities for the use of ICT and the use of English across the subject need to be made more explicit to assist teachers to plan for these opportunities. The school also uses the travels of Barnaby Bear for the pupils to gain a greater understanding of

European countries and the wider world. Teachers identify assessments of pupils' performance in their planning and this needs further attention to ensure progression from one year to the next. The teacher of the class, which has Year 1 and 2 pupils in it, plans with the other two teachers in Key Stage 1 to make sure they receive teaching of the topics identified for each year group.

91. The teaching of geography is good. Teachers take time to organise resources and artefacts to stimulate interest in other places and this helps pupils to compare and contrast these places with their own locality. In Year 1 pupils study rural Yorkshire, through the Postman Pat stories and are able to describe the landscape and whether they would like to live there. Teachers manage pupils well, the pupils' behaviour is good and they are keen to learn and undertake their work with enthusiasm. A strong feature of teaching is the use of a plenary at the end of the lesson to check the pupils understanding and correct misconceptions. They co-operate well, but would benefit from more opportunities to work with partners or in small groups.
92. Scrutiny of pupils' recorded work shows that it is presented with care, but the pupils have little opportunity to organise their own work as teachers rely too heavily on worksheets.
93. The co-ordination of the subject is undertaken by the headteacher who has a good understanding of the subject. The teachers' planning is monitored on a regular basis to check coverage of the schemes of work. Opportunities for monitoring the teaching are limited because of the amount of subjects that the headteacher co-ordinates in the school. The subject has improved since the last inspection and rather than some high standards the majority of pupils achieve above national expectation at the end of Key Stage 1.

## **HISTORY**

94. In the week of the inspection it was not possible to observe a history lesson. Judgements were made from an analysis of pupils' work and discussion with the headteacher.
95. Pupils' attainment is in line with national expectations at the end of Key Stage 1. Pupils' understanding of the changes in their lives develops their chronological understanding. They also have an understanding how life has changed since the last century when they took part in a "1940" week in school. Pupils and staff dressed in clothes of the period and pupils learned and understood how technical advances have impacted on everyday life. They learn about famous people in history and events and periods of time.
96. Pupils with special educational needs make sound progress although there is no evidence from their written work that there is differentiation for pupils with low or high ability needs.
97. The school has improved the planning framework for history since the last inspection and teachers are given guidance on the work to be covered in the subject for the year. Teachers plan work effectively for their pupils. The teachers use source material in order for the pupils to understand the difference between homes and schools now and in the past. The school uses visits and off-site work to look at the school's immediate locality. Other visits are made when Year 2 pupils study castles. Pupils record their work, but too little opportunity is given to communicate their knowledge of history in a variety of ways. There is insufficient use of ICT to find information or communicate their findings.

98. The headteacher co-ordinates history. She monitors teachers' plans, but as yet the monitoring of the teaching has not taken place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

99. At the last inspection, the standards of attainment were judged to be in line with national expectations. These standards have been maintained and the pupils' attainment is in line with the national expectation by the time they leave the school.
100. By the end of Key Stage 1, the pupils have a sound understanding of how computers can be used in everyday appliances and in discussion can highlight the different use of machines such as telephones. The pupils know the main features of the computer such as the mouse, keyboard and screen, and can load a CD-ROM. The pupils in Year 1 enter data into a programme to produce a table of results. In a Year 2 lesson, a teaching assistant successfully led a lesson where pupils were investigating directions to use the school's programmable toy called a 'roamer'. Pupils in Year 1 also enjoyed using a video camera to record a weather forecast. An analysis of their past work indicates that the pupils have sufficient knowledge of using simple art programmes to draw abstract shapes and in producing some basic word processing.
101. The teaching in the Year 1 lesson observed was good. The different parts of the computer were highlighted effectively and best use made of limited resources. The class teacher supervised the activity well and her enthusiasm for the subject helped to motivate the pupils. The additional activity taken by a teaching assistant was also good in developing pupils' knowledge of simple programming. Other instances were seen where pupils used computers to enter information or write some sentences, but the use of information technology across the curriculum is not well developed. The pupils with special educational needs, make good progress overall. Clear plans of action help to guide and assist teaching and support.
102. The pupils at both key stages enjoy their activities and concentrate hard when listening to their teachers' guidance and instructions. The younger pupils persist well when entering information and enjoy the process. Older pupils are patient when other pupils are using the class computers and the pupils contribute effectively in question and answer sessions. The pupils behave well when they are out of the classroom such as the hall.
103. The co-ordinator for the subject is relatively new and is reviewing the policy and scheme of work. There are some tentative plans to improve the quality of the computers held centrally in the school, although each class has its own machines that are used well. There are plans for staff to update their skills in information technology using national funding for training.

## **MUSIC**

104. Only one music lesson was observed in Year 2 and the attainment was broadly in line with what is expected. Pupils were also heard singing in assemblies during the week. The standards are broadly the same as reported in the last inspection.
105. In the lesson observed, pupils could use instruments to create a variety of sounds to represent different seasons. Pupils use symbols to represent which instruments to use, although these were not grouped or put into order. Their performances show they have an appropriate sensitivity when using their chosen instruments and fellow pupils

help to evaluate their performance. In assemblies, pupils sing with great enthusiasm and remember the words accurately.

106. The teaching in the lesson seen was satisfactory. The pupils were well managed and the class teacher choose an interesting activity for the pupils who responded well by treating the instruments carefully. Resources were used carefully to enable as many pupils as possible to enjoy the session without waiting for a turn.
107. There is no overall co-ordinator for music. However, two teachers generally provide clear guidance to ensure that the subject makes an appropriate contribution to assemblies and special occasions such as Easter services. The resources available are adequate and generally of good quality.

## **PHYSICAL EDUCATION**

108. During the week of the inspection the observations were restricted to one games lesson, one gymnastics lesson and a dance class taken by an instructor. Judgements are also based on discussions with pupils and the co-ordinator and a scrutiny of teachers' planning. The last inspection judged swimming to be a strength of the school and this is the position now. Pupils achieve standards which are above those for their age in swimming and are in line with national expectation for their age in dance, gymnastics and games lessons.
109. Pupils' attitudes to their work are good. They take a pride in their achievement and try hard to improve their performance. They are keen to participate and listen carefully to instructions. They always change quickly and sensibly. They walk to and from the classroom in an orderly fashion. In all the lessons observed pupils wear appropriate clothing and footwear. They are able to carry equipment safely and wait patiently for their turn. They perform basics skills in gymnastics and dance, they can jump, balance turn and roll. They are good at finding space and work safely.
110. The teaching is satisfactory overall and often good. Generally, the teachers have a sound subject knowledge. Where knowledge is lacking pupils make limited progress, as teachers do not suggest ways in which the pupils can improve their performance. In a class of Year 1 and 2 pupils the teaching and learning assistant demonstrated jumps to the pupils, but the opportunity for pupils to improve was lost because the teacher did not point out good techniques in taking-off and landing. The lessons are planned with clear objectives and are structured in order to allow pupils to practise and refine their technique. There is inconsistent use of pupils observing each other to offer ways in which improvements can be made. All lessons start with a warm up, but teachers do not always use these opportunities to teach the pupils of the changes that happens in their bodies when they exercise or the short term effects of exercise.
111. The physical education curriculum is broad, balanced and meets the requirements of the National Curriculum. It covers gymnastics, dance, games and swimming. There is a plan and scheme of work for the key stage and this enables the teachers to plan for lessons. The provision of equipment and resources is good. Accommodation for physical education is very good. The school has a good size hall a well-marked playground and a large field. The co-ordinator is new to the co-ordination of physical education and little monitoring has yet taken place. The wide range of extra-curricula activities and trampoline lessons contribute to the pupils' positive attitude to physical education and the progress they make.