

# INSPECTION REPORT

## **Cheynes Infant School**

Luton

LEA area: Luton

Unique Reference Number: 109556

Headteacher: Mrs M FitzGerald

Reporting inspector: Mr S O'Toole  
20891

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	-	Infant
Type of control:	-	County
Age range of pupils:	-	4 - 7 years
Gender of pupils:	-	Mixed
School address:	-	Cranbrook Drive Sundon Park Luton LU3 3EW
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Appropriate authority:	-	The Governing Body
Name of chair of governors:	-	Mrs B Chambers
Date of previous inspection:	-	May 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr S O'Toole Registered Inspector	Areas of learning for children under five Art Design and technology	Attainment and progress Attitudes, behaviour and personal development Leadership and management Teaching
Mr P Robertson Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Ms M Griffiths	English Music Religious education	Pupils' spiritual, moral, social and cultural development
Mr D Walters	History Physical education Science	Curriculum and assessment Efficiency of the school
Mr P Knight	Geography Information and communication technology Mathematics Special educational needs	Staffing, accommodation and learning resources

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## MAIN FINDINGS

### What the school does well

- Children under five make good progress and attain appropriate standards for their age by the time they are five.
- The teaching of children under five is good.
- Standards in information and communication technology (ICT) are above the national expectation.
- Throughout the school the pupils' behaviour is good. They enjoy learning and get on well together.
- The school promotes social, moral and cultural development effectively.
- The school is a caring place where pupils are supported well.
- Parents are supportive of the work of the school.
  - There are good resources for the subjects, and very good provision is made for outdoor activities for the youngest children.

### Where the school has weaknesses

- I. Standards in mathematics are not high enough.
- II. Nine per cent of teaching in Key Stage 1 is unsatisfactory.
- III. Insufficient demands are made on higher attaining pupils.
- IV. Checks on the effectiveness of learning and teaching are insufficiently rigorous.

**The school has more strengths than weaknesses. The weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.**

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

The school has made satisfactory improvement and remedied some of the issues raised at the time of the previous inspection, although more remains to be done. The school has improved the provision for and standards in music and religious education which now meets statutory requirements. Schemes of work have been introduced and long-term planning has improved. However, in some lessons insufficient attention is given to developing skills and knowledge consistently. The school places much emphasis on reading and writing although the focus on mathematics is not sharp enough. Subject co-ordinators are more involved in monitoring what happens in the classrooms but this is not sufficiently effective in raising the quality of teaching in some subjects. The school produces detailed written reports for parents about their children's progress. There remain some shortcomings in the teaching. Standards in English, mathematics and science are not as high as reported at the time of the last inspection. The school has improved the provision for pupils' cultural development. Provision, teaching and attainment of children under five is better than it was. The school has set sufficiently challenging targets to raise standards and is on course to meet them. The governors and staff are aware of what needs to be done to move the school forward, and have satisfactory capacity for improvement.

## Standards in subjects

The table shows the standards achieved by seven-year-olds in 1999 based on the National Curriculum tests:

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

Children under five make good progress and attain appropriate levels for their age in all areas of their work. They do particularly well in their personal development, and in improving physical and creative skills. By the end of Key Stage 1, the pupils' performance in English and science is average, about a third of pupils attain above average standards in reading. However, standards are below average in mathematics. Attainment in information and communication technology (ICT) is above average. In religious education, the pupils attain the learning objectives in the local agreed syllabus. Progress is mostly satisfactory but the higher attaining pupils do not make sufficient progress in mathematics and science. Progress is good in art, geography, history and music. Pupils with special educational needs and those with English as an additional language make satisfactory progress.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years
English	Good	Satisfactory
Mathematics	Good	Satisfactory
Science	*	Satisfactory
Information technology	*	Satisfactory
Religious education	*	Satisfactory
Other subjects	Good	Good

\* These subjects do not apply to children under five.

The quality of teaching is satisfactory overall. It is very good in eight per cent of lessons, good in 40 per cent, satisfactory in 43 per cent and unsatisfactory and occasionally poor in nine per cent. The most effective teaching is in the 4+ unit where developing the children's social and personal skills and language and literacy is given high priority. All of the unsatisfactory teaching is in Key Stage 1. Most of the teaching of art, geography, history and music is good. In some lessons in mathematics and science there is insufficient challenge, and lesson planning is weak due to lack of effective assessment. In some lessons there is insufficient focus on matching work to the needs of all pupils.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Good. The pupils are kind and thoughtful. They respect adults and one another. The school is an orderly community.
Attendance	Satisfactory. The pupils enjoy coming to school.
Ethos*	Positive. Relationships are very good. The pupils enjoy learning and are well motivated. The headteacher and governors are committed to raising standards.
Leadership and management	Satisfactory. The headteacher, staff and governors work together well. The school development plan focuses on what needs to be done to raise standards. Insufficient rigour in checking that the teaching is effective. The provision for children under five is managed effectively.
Curriculum and assessment	Children under five benefit from a stimulating curriculum. In Key Stage 1, all subjects are taught and there is good provision for personal and social development. Insufficient use is made of assessment to plan lessons and set targets for the pupils to improve.
Pupils with special educational needs	Satisfactory. The support staff are effective and the provision is managed well but in some classes there is insufficient focus on matching work to pupils' needs when support is not available. Parents are suitably involved and kept informed of progress.
Pupils with English as an additional language	Satisfactory. Some good support by specialist staff although there is insufficient provision for bilingual teaching.
Spiritual, moral, social & cultural development	Good overall. The school develops pupils' cultural awareness very well. Moral and social values and skills are promoted effectively. Spiritual development is satisfactory.
Staffing, resources and accommodation	There is a suitable number of teaching staff. Support staff make a very good contribution to the pupils' progress. The resources for the subjects and the accommodation are good. The provision for children under five is good. Resources for outdoor play are very good.
Value for money	Satisfactory. Attainment on admission is below average. The cost of educating the pupils is above average. Progress is satisfactory and standards in most subjects are average.

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

## The parents' views of the school

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
V. Their children like school. VI. The parents enjoy being involved in the school. VII. They say that their children behave well. VIII. Parents feel that the school promotes positive and caring attitudes. IX. They feel that their children make a good start to school. X. They say that the school achieves good standards.	XI. Several parents would like more XII. The quality of written reports on their XIII. The variation between classes in

The inspection team supports the positive views of parents. Reports include details of attainment and progress. There is insufficient information about what is to be taught in Key Stage 1. The teaching of reading is consistent throughout the school, although some of the reading books for higher attaining pupils are not demanding enough.

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## KEY ISSUES FOR ACTION

In order to raise standards and improve the rate and consistency of progress in Key Stage 1, the headteacher, staff and governors should:

### **Raise standards in mathematics by:**

- Using assessment effectively to set clear learning objectives which match the needs of all pupils
- Improving the pace and challenge of lessons
- Providing well focused in-service training to raise teachers' competence in teaching the subject
- Insisting on higher standards of presentation.

(paragraphs 6, 10, 14, 16, 18, 21, 23, 28, 45, 49 and 77-83)

(The school has identified this issue in its development plan)

### **Improve the quality of teaching by:**

- Setting well focused targets for improvement and checking that they are met
- Improving the effectiveness of monitoring
- Having higher expectations of what the pupils should do
- Ensuring that lessons have sufficient pace and challenge
- Using marking more effectively to target improvement in the quality and quantity of work
- Focusing more on the needs of pupils with special educational needs in lessons.

(paragraphs 14-16, 18-24, 45, 47, 49, 76, 82, 83 and 91)

### **Improve the rate of progress for higher attaining pupils by:**

- Ensuring that there are opportunities to work at an appropriate and sufficiently demanding level
- Having a better understanding of the pupils' prior attainment, and in the planning of lessons taking into account what they have already achieved
- Making more careful use of worksheets.

(paragraphs 9, 10, 16, 24, 68, 70, 79, 80, 82, 84, 86 and 116)

In addition to the Key Issues above, the governors should consider the inclusion of the following less significant weaknesses in the action plan.

- More written information about what is to be taught in Key Stage 1. (paragraphs 42 and 49)
- Improving the provision for bilingual pupils. (paragraphs 7, 13, 20, 25, 28, 55 and 60)

# INTRODUCTION

## Characteristics of the school

1. Cheynes Infant School is located in the Sundon Park area on the northern outskirts of Luton. The pupils who are aged between four and seven, come from the locality and live in owner occupied or rented accommodation. The percentage of pupils eligible for free school meals (10.6 per cent) is below average. A total of 165 pupils attend the school, made up of 97 boys and 68 girls. In addition, 81 children attend the 4+ unit; 34 attend full-time and the remainder are part-time either in the morning or afternoon sessions. The school is bigger than other infant schools. Twenty-six pupils (12.9 per cent) have English as an additional language, a figure significantly above the national average. There are 19 pupils on the school's register of special educational need (below average). One pupil has a statement of special educational need (below average). Almost all children benefit from pre-school educational experience in local playgroups. They start in the 4+ unit in the term after their fourth birthday. Attainment on admission is below that expected for four-year-olds. There are particular weaknesses in language and literacy. At the time of the inspection, almost all the children in the 4+ unit were under five. Next term 34 children will transfer to the Reception class. At the time of the inspection there was no Reception class. Children admitted in the autumn term have no opportunity to be taught in a Reception class and start compulsory education in Year 1. This represents a significant change since the previous inspection. The school has set appropriate targets for improvement in standards in English and mathematics and is on course to meet them.
2. The school has clear aims which are summarised below:
  - To provide a broad and balanced curriculum
  - To provide a safe, secure and stimulating environment, including equal opportunities for all
  - To develop the ability to think, adapt and take responsibility
  - To develop an appreciation of the natural world and human achievements
  - To provide an environment for co-operation between home, school and the community and to prepare children for life within it.
1. The school has identified the following areas for development in its school improvement plan:
  - Review the subjects and develop the role of co-ordinators
  - Numeracy training and implementation of the National Numeracy Project
  - Developing the school's literacy strategy
  - Reviewing resources available for pupils with special educational needs
  - Matching work more carefully to pupils' needs
  - Develop the use of the library
  - Improve the school's grounds.

#### 4. Key Indicators

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	45	48	93

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	35	35	41
	Girls	38	40	40
	Total	73	75	81
Percentage at NC Level 2 or above	School	77 (75)	82 (88)	88 (85)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	36	38	37
	Girls	40	39	42
	Total	76	77	79
Percentage at NC Level 2 or above	School	84 (82)	85 (83)	86 (87)
	National	82 (80)	86 (85)	87 (86)

##### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	5.7
	National comparative data	5.7
Unauthorised Absence	School	0.3
	National comparative data	0.5

##### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	8
Satisfactory or better	91
Less than satisfactory	9

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

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

#### **Attainment and progress**

1. By the end of Key Stage 1, most pupils attain standards which are appropriate for seven-year-olds. Progress is mostly satisfactory for all pupils including those with special educational needs and those with English as an additional language.
2. By the end of the key stage, the percentage of pupils attaining the average Level 2 in English, mathematics and science is in line with the national average. However, few pupils attain the higher Level 3 in mathematics and this means that standards overall are below average in this subject. There are strengths in reading where a third of the pupils attain the above average level. Trends over time show that the school has kept pace with national improvement in standards, although the level of attainment in mathematics is not high enough. When compared with schools with similar intakes standards are average in reading and writing and below average in mathematics. Boys and girls perform at a similar level.
3. Overall progress for pupils with special educational needs is satisfactory. They make good progress when they are supported by classroom assistants who work hard to plan work which is matched to the pupils' individual education plans. Progress is satisfactory in most lessons but in two Year 1 classes the work set is often the same as for other pupils and it is too difficult. Pupils who have English as an additional language make satisfactory progress in developing a range of vocabulary. By the time they leave the school most are able to hold a simple conversation and to understand the vocabulary of the subjects. However, children under five with limited English do not receive sufficient bilingual support from outside agencies and this hampers their progress.
4. Children under five are taught in the 4+ unit. Most children start school with levels of knowledge and understanding which are below those expected of four-year-olds. All children, including those with special educational needs and those with English as an additional language, make good progress. By the age of five most children attain standards which are appropriate for their age and in line with the Desirable Learning Outcomes in language and literacy, mathematics and knowledge and understanding of the world. In their personal and social, physical and creative development the children attain levels which are above those expected for their age. This represents good success for the school and is the result of good quality teaching by all staff in the unit.
5. By the end of Key Stage 1, standards in English are average. The pupils make good progress in speaking and listening and attain above average levels. They hold a conversation with adults and make correct use of Standard English. They listen well and show they have understood by following instructions correctly. In reading standards are average; the pupils read competently from a range of texts. They recognise the names and sounds that letters make and build words proficiently. Most enjoy reading. Higher attainers have good skills but the lack of challenging reading matter inhibits their progress. Progress in reading is satisfactory overall. The pupils' writing skills improve consistently and satisfactorily. By the age of seven, most write sentences with correct spelling and punctuation. They form letters correctly and begin to pay good attention to presentation. The National Literacy Strategy has had a good impact on developing pupils' confidence in reading and writing. Pupils apply their literacy skills satisfactorily in other subjects.
6. Standards in mathematics are below average overall due to insufficient challenge for high attainers and lack of match of work. Standards in number are average but few pupils are able to apply their number skills to solving problems. They have an appropriate

knowledge of mathematical vocabulary but lack confidence in describing the properties of shapes and in using measuring skills in other subjects. Progress is satisfactory overall with some unsatisfactory progress in Year 1, due to lack of match of work. Pupils do not make sufficient progress in mental arithmetic. Standards in science are average although few pupils attain the higher Level 3. The pupils attain above average levels in materials and their properties and average standards in experimental and investigative science, life and living processes and physical processes. Progress is mostly satisfactory but higher attainers are not challenged sufficiently.

7. In ICT the pupils make good progress in most areas of their work and they use their skills well in other subjects. By the end of the key stage, standards are above the levels expected of seven-year-olds. In religious education, the school's improved provision and better resources have had a good impact on standards. By the time they leave the school the pupils attain the learning objectives in the local agreed syllabus. Progress is satisfactory. Progress in the other subjects is mostly good due to a broad and interesting curriculum and good subject knowledge on behalf of the teachers. Progress in physical education and design and technology is satisfactory. There are strengths in dance and weaknesses in designing and evaluating models. In art, geography, history and music the pupils make good progress. They have a good understanding of maps, know about the lives of several historical personalities and confidently sing and perform using musical instruments.

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

8. Since the previous inspection, the pupils have maintained their positive attitudes to work. Behaviour and relationships have improved. The pupils' good attitudes, behaviour and very good relationships have a good impact on learning and help to make the school an orderly and caring community.
9. In the 4+ unit there is a buzz of excitement and enthusiasm for learning. The children are keen and well motivated. They enjoy exploring the activities provided and rapidly improve their personal and social skills. They respond particularly well in listening to stories and in learning rhymes and songs. In the outdoor play area they show an awareness of safety but are also adventurous in using apparatus. The children behave very well, responding to adults with politeness and working collaboratively. They are good at sharing and taking turns when playing games. They make rapid gains in working independently. Children with English as an additional language settle well and begin to join in with their peers. However, their progress is hampered by insufficient bilingual support.
10. The pupils in Key Stage 1 have good attitudes to learning in most lessons. In English, they listen carefully and respond well to learning new sounds and letters. They work well in small groups and enjoy writing, for example in Year 1 they maintained good concentration in making up a story in the correct sequence. In some lessons in mathematics the pupils focus well during introductions and are keen to identify patterns in numbers. However, in some lessons in Year 1, the slow pace of the teaching and lack of challenge causes pupils to lose concentration and become restless. In an art and design and technology lesson the pupils remained on task well and showed considerable excitement when making bread and watching it rise. Pupils show sensitivity to serious issues such as in religious education and history when discussing their feelings about the Great War. Pupils with English as an additional language join in as much as possible. For example, when watching a history programme they were fascinated by the comparison between then and now. Pupils with special educational needs show good attitudes towards their learning, particularly when they receive individual or small group support and when the learning objectives are sharply focused on their learning requirements. Pupils with emotional and behavioural difficulties have positive attitudes and respond well to the support given both in school and by external agencies.

11. Behaviour is good. The pupils work together and show respect for each other's feelings. At lunchtime they play sensibly and allow others to join in their games. There was no evidence of bullying, threatening behaviour or racial tension and the school's positive ethos impacts well on the pupils' behaviour. Parents are justified in their view that behaviour at the school is good. The pupils move around the building sensibly and show care for the environment by keeping the playground free from litter. They know the difference between right and wrong and express sorrow if they have hurt anyone. They respond well to the school's system of rewards and sanctions. Those pupils identified as having behavioural difficulties make good progress in meeting the targets in their individual education plans. There have been no exclusions. In the Year 1 assembly, pupils became restless and lost interest due to lack of inspiration in the teaching.
12. The very good relationships between the pupils help to ensure a purposeful and caring environment in which all are valued. Pupils' personal development is satisfactory. They enjoy taking responsibility for tasks. For example, there is keen competition to take the registers to the office. They are good at tidying away equipment after lessons and in settling down to work. When given the opportunity to make choices and to use their initiative the pupils take matters seriously. However, too much of the teaching for example in mathematics is over-directed and presents little challenge to higher attaining pupils. In science, there are insufficient opportunities to make suggestions on how to find things out. Pupils are encouraged to use the library and develop appropriate skills in finding information.

### **Attendance**

13. Attendance at the school is satisfactory, showing an improvement over the last academic year. It has a beneficial effect on progress and attainment. Attendance is monitored effectively and has been maintained at this level since the previous inspection. Whilst not a requirement children under five have satisfactory levels of attendance. The children enjoy coming to school. Pupils are punctual and lessons start on time.

## **Quality of education provided**

### **Teaching**

14. The quality of teaching is satisfactory overall. It is very good in eight per cent of lessons, good in 40 per cent, satisfactory in 43 per cent and unsatisfactory and occasionally poor in nine per cent. The most effective teaching is in the 4+ unit where developing the children's social and personal skills and language and literacy is given high priority. All of the unsatisfactory teaching is in Key Stage 1 and most of it is in Year 1. The teaching of English is satisfactory. Most of the teaching of music is good. In some lessons in mathematics and science there is insufficient challenge, and daily planning is weak due to lack of the use of assessment.
15. The quality of the teaching in the 4+ unit is good. The teachers and nursery nurses form an effective team who enthuse and inspire the children. They have a good understanding of how children learn and a thorough knowledge of the areas of learning. High expectations of both behaviour and performance motivate the children to do their best. The children are taught to take responsibility for their learning and although a thorough check is kept on their progress they are allowed to make choices. The 4+ unit is well organised and staff share responsibility for planning, monitoring and assessment. This is very effective and ensures that the high quality nursery nurses are valued and used to good effect. The very effective use of praise and encouragement and the obvious care and concern for all the children ensures good behaviour. Any minor disagreements between the children are dealt with well and the children are taught the importance of

saying sorry. The staff make good use of the resources available and the effective use of the outdoor area makes a significant contribution to the children's progress in physical development.

16. During the inspection, no specialist teaching of pupils with English as an additional language was observed due to the teacher being on leave for a religious festival. In the 4+ unit, the staff work hard to incorporate the children into the activities, although the limited availability of bilingual teaching support hampers progress. In Key Stage 1, the bilingual support teacher keeps accurate records of progress and has suitable levels of expertise. When support is given it focuses on developing English language skills but in some classes insufficient attention is given to planning work which matched the need of these pupils.
17. Pupils with special educational needs have suitable individual education plans and the specific targets in them are followed rigorously by the school's support staff. In lessons where pupils are withdrawn for additional support the staff have a good impact on learning and targets are met. Good use is made of resources in these lessons to develop competence in English. In some lessons pupils with behavioural difficulties receive good support from the learning assistants and this helps them to improve their concentration and collaborative skills. However, in some lessons where the teachers have no support, the needs of the pupils are not met sufficiently. For example, in mathematics in some Year 1 classes the lesson planning does not take sufficient account of the needs of lower attaining pupils and this hampers progress.
18. Teaching in Key Stage 1 varies from very good to poor and is satisfactory overall. The least effective teaching is in two Year 1 classes. The most effective teaching is in a Year 2 class, where the teacher inspires confidence and enthuses the pupils with a thirst for learning. Teachers' subject knowledge is satisfactory overall; it is good in English, music, art, geography and history, satisfactory in design and technology, science, religious education, physical education and information and communication technology. Some teachers have unsatisfactory mathematical knowledge and understanding of the National Numeracy Project is insecure and results in slow pace and insufficient match of work. (The school has yet to complete the training for the Numeracy Project.) The introduction of the National Literacy Strategy has had a good impact on the teachers' competence in the teaching of English and has helped to bring a sharper focus on the consistent development of skills, knowledge and understanding.
19. The teachers expect the pupils to behave well and manage discipline effectively. They make consistent use of the school's systems of rewards and sanctions, although in some classes there is a tendency to over-direct the pupils. In one Year 2 class the teachers' high expectations in demanding well presented and correct work is effective in driving up standards in English and mathematics. However, in several classes the teachers do not expect enough of the pupils and some of the work lacks challenge. Insufficient opportunities are provided for the pupils to work independently in subjects other than English. Insufficient challenge is the result of unsatisfactory lesson planning. Some teachers do not take sufficient account of what the pupils already know and work is often repeated needlessly. For example, in mathematics, pupils of all levels of attainment in Year 1 are given the same work. In contrast, the teacher of a Year 2 class, planned work based on an assessment of the pupils' strengths and weaknesses, taught them specific skills and gave much help to ensure that the mathematical concept was grasped.
20. Most lessons begin with an introduction to the whole class and these sessions are managed well. For example, in a literacy lesson in Year 1, the teacher focused on the sounds and names of letters and fired questions at the pupils which encouraged a lively response. Most teachers use questions well to gain pupils' attention and to check on what they know. However, the pace of the lessons often becomes too slow and the quality and



quantity of pupils' work declines. Teachers are usually busy about the room giving support and guidance. However, in some classes, marking is not focused sufficiently on guiding the pupils on how they might improve. For example, the teacher in a Year 1 class does not put sufficient attention to improving the pupils' presentation of work. Homework is given regularly for reading although the limited range for higher attaining pupils does not make sufficient impact on progress. Pupils take home words to learn and this helps to improve their reading skills. In some classes in Year 2 the teachers give some number activities. Parents are generally pleased with the school's approach to homework.

### **The curriculum and assessment**

1. The curriculum for children under five is broad and balanced and successfully meets the requirements of the Desirable Learning Outcomes. It includes all of the areas of learning for children under five. Much emphasis is placed on personal and social development and this equips the children well for the National Curriculum. The curriculum for these children has improved since the previous inspection, planning and assessment are better than they were. Assessment is used well to monitor progress and to plan the next stage of learning. The procedures for assessment are good. Staff make use of assessment on admission to the school to plan work and monitor the progress of the children regularly and effectively. For example, in language and literacy and mathematics the staff sit with the children, discuss their work and then plan activities which help the children to improve. Children with English as an additional language receive some support from the Ethnic Minority Assistance Grant teacher but the amount of time available for bilingual support is insufficient.
2. At Key Stage 1, the school offers a broad and balanced curriculum in which all the subjects of the National Curriculum, religious education and personal and social education are included. It has a beneficial effect on pupils' progress and attainment. Health, sex education and the use and misuse of medicines are taught as part of science and personal and social education. The provision for religious education, history and music has improved since the previous inspection and statutory requirements are met. Appropriate policies and schemes of work for the subjects are in place and there is an acceptable amount of time given to each of them. The school has adjusted the timetable to introduce the literacy initiative effectively. There is some inconsistency between the Year 1 classes in teaching numeracy. There are satisfactory opportunities for extra-curricular activities which include a recorder group. Homework for English and mathematics is set weekly, and is satisfactory.
3. Long-term planning, based on schemes of work, is satisfactory. Teachers are conscientious in planning for the medium-term, although in some classes insufficient attention is given to planning lessons which meet the needs of all pupils. Plans show what is to be covered and the resources that will be used, but there is no mention of formalised assessment opportunities, which can be used to check the progress of pupils. The effectiveness of planning is weakened further through teachers having leeway to interpret the procedures, which best suits their style of working. Teachers plan together in year groups appropriately, which gives some consistency within years groups, but not enough attention is given to planning lessons which takes account of what pupils already know and understand. The present system has good recording procedures, especially in art, design and technology, information technology and science. Planning of the curriculum is monitored appropriately by the headteacher.
4. The provision for pupils with special educational needs and those with English as an additional language is satisfactory overall. However, there is insufficient bilingual support for children in the 4+ unit. In two classes in Year 1 the teachers do not plan work in mathematics which is matched to the needs of the pupils and this is unsatisfactory. Suitable procedures that reflect the Code of Practice for special educational needs are in

place. However, activities are not sufficiently well planned to provide an appropriate level of challenge for pupils of different attainment or experience of English. This sometimes slows the rate of progress. Pupils make good progress where work is structured and there is good liaison between the teacher and support staff. The support staff who withdraw pupils make a good contribution to progress and their planning is thorough and effective. Targets in individual education plans are satisfactory.

5. There is equal access to the curriculum for all pupils. The co-ordinator for equal opportunities has a good understanding of this important area of school life. The school is very successful in raising awareness of the many races and cultural backgrounds evident in the present-day United Kingdom, based on parity of esteem and respect.
6. The procedures for assessment are satisfactory although the information is not used sufficiently and consistently to inform lesson planning. The satisfactory policy indicates appropriate reasons for assessing pupils, and makes clear how the information collected will be used to influence lesson plans and teaching styles, in order for pupils to make better progress. However, some staff do not take enough account of what pupils already know and understand. This results in inconsistency in evaluating pupils' progress. The collection of work in progress files is not levelled, dated and put into context.
7. Procedures for keeping records are good and staff know which curriculum aspects have been covered. The record in practical subjects such as art, show clearly what skills have been covered. However, assessment using National Curriculum levels is not carried out regularly with the result that some teachers do not know at what level their pupils are working. Analysis of National Curriculum test results has been undertaken and weaknesses highlighted. When action, based on this analysis has been taken, improvements in results have been noticed. This approach has not been transferred to lesson planning, and pupils of different abilities all do the same work.

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

8. Provision for pupils' spiritual, moral, social and cultural development is good overall and contributes to the school's positive ethos and to the pupils' personal development. Provision for pupils' social and moral development is good, provision for pupils' spiritual development is satisfactory. The school's provision for cultural development was an area for improvement in the last inspection and the school now has a multi-cultural policy, a co-ordinator has been appointed and the provision for cultural development is now very good and is a strength of the school. The school complies with statutory requirements regarding collective worship.
9. Provision for pupils' spiritual development is satisfactory. The school's religious education programme provides opportunities for pupils to reflect on how different faiths and traditions influence the way people live. Acts of collective worship include 'A Thought for the Day' and encourage pupils to reflect on a range of issues. Appropriate artefacts and displays, such as the display in the school hall for the millennium, add a spiritual dimension to the pupils' thinking. Pupils think of those who fought in wars and the courage that they displayed when they have two minutes' silence on Remembrance Day. However, teachers do not consistently plan for opportunities for pupils to explore spiritual issues across the curriculum, such as in the beauty of a painting or the joy that music can generate.
10. Provision for moral development is good. Each class decides on their own rules at the beginning of the school year which promote the consideration of others. Caring for others is well promoted. All teachers use praise effectively to promote desired behaviour and attitudes to work. Teachers take time to discuss the implications of inappropriate behaviour. Adults are good role models. Each week at a rewards assembly, pupils are awarded 'trier's' bands, which they wear during the following week. Pupils are clearly

taught the difference between right and wrong. Lunchtime supervisors are involved in rewarding good behaviour each half-term with shields for the best classes and certificates to individuals.

11. Provision for social development is good. The school's expectations of behaviour are made clear in class rules. The importance of listening to each other is promoted well by the way that the teachers value pupils' responses. Pupils have been involved in choosing a suitable school motto and this is displayed prominently around the school. Pupils are given responsibilities that include taking registers to the office, giving out milk and assisting at playtime by caring for younger pupils. Caring for others is well promoted. At harvest time pupils deliver parcels of gifts to people living in the locality and at Christmas pupils sing to the residents of a home for the elderly. The school promotes well the idea of raising money to help charities in their work. The school has many visitors who include parent helpers, governors and clergy from the local churches. A millennium tree picture is being made with a leaf sewn by each pupil and they enjoy working together on this project.
12. Provision for cultural development is very good. There are attractive displays around the school to encourage awareness of their own culture and others. One such display shows food from all around the world to which all the classes in the school have contributed. Pictures and various artefacts about Diwali are currently on display in the school foyer. Other displays inform pupils of beliefs and customs of other major world faiths. Pupils in Year 1 enjoy an Indian Dance during a physical education lesson. Pupils are given good opportunities to enjoy visits from authors and theatre performers. There is a wide range of musical instruments from around the world.

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

13. Through its aim to develop fully all pupils' capacities for learning by promoting self-confidence and self-esteem, starting in the under-fives, the school has maintained the good provision for the welfare, support and guidance of all pupils' which was mentioned in the previous inspection report. Parents believe the support, guidance and pupils welfare is a strength of the school. Inspection evidence clearly shows that all staff have genuine concern for the pupils and this helps to promote a happy and purposeful school.
14. The teachers and staff have a good knowledge of individual pupils which enables them to provide comprehensive policies and procedures that are appropriate to and meet the personal and social needs of the pupils. Satisfactory records are maintained of pupils' progress and personal development during their time at the school and passed to the next school when they leave. Pupils with special educational needs are integrated well into all aspects of the school with individual education plans that are effective in enabling progress. The special needs co-ordinator and the specialist teachers and support staff provide good guidance and support and they are well supported by staff from the local authority, particularly for pupils with behavioural problems. The small team of special needs support staff provide good support for pupils.
15. Procedures, including the recording of risk assessments, are in place for child protection and promoting the well-being, health and safety of pupils. Staff at the school are aware of their responsibilities for health and safety and child protection. Health and safety awareness is taught through the curriculum as in the proper safe way to use tools in art and other subjects. The school makes good use of local authority provided health support staff. The school has good and effective measures to promote and maintain good discipline and behaviour. These measures are beneficial to the well being and levels of attainment of pupils.
16. Children under five arrive looking forward to their time in school and are well cared for by staff who ensure their involvement in all the activities. Many incidents of individual care

were noted during the inspection. Staff know the children well and keep detailed records of progress. On admission to the school, the staff work hard to ensure that the children settle quickly and the good routines in the 4+ unit help to ensure a secure and stable environment in which learning is effective.

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

17. The school works hard to develop good links with the parents and the wider community. This has a positive effect on the quality of education provided. The school benefits from good parental and community support with an active association which organises social and fund-raising events that benefit the school. Money raised from these events provides resources that enhance opportunities for pupils' learning. Social events, such as organised trips to adventure parks and the seaside during holidays, enhance the community spirit of the school. The links with parents and the community have improved since the previous inspection. Parents, grandparents and friends are very supportive in giving their time and skills to the school by assisting teachers in the classroom and on out of school visits which has a beneficial effect on the quality of pupils' education and personal development.
18. The school provides satisfactory information in pupils' reports, school publications and informative newsletters. A few parents in Key Stage 1 would like more information about what is to be taught each term. The school has made good efforts to inform parents of the introduction of the National Literacy Strategy and has plans to share with parents the introduction of the National Numeracy Strategy. Parents of children under five expressed confidence in the work done in the 4+ unit and said that their children get off to a good start to school. Parents of pupils with special educational needs are involved in regular reviews of targets and progress. Throughout the school, parents are invited to discuss their children's progress at parents' evenings, and at other times if they have a concern about their child, and are satisfied that these meetings provide an effective means of advising them on their children's progress. Parents are satisfied with the level of homework and support their children's learning by assisting with homework.
19. Good links are maintained with local schools, colleges, community organisations, local churches, police, social services and the community from which pupils attend the school. Links with the community are encouraged and this has a beneficial effect on the standards attained by pupils and in their personal development. The school encourages pupils' awareness of international, national and local charities by promoting fund-raising that benefits selected charities.

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

### **Leadership and management**

20. The leadership and management of the school is satisfactory overall and have a beneficial impact on standards and progress. There are particular strengths in the leadership by the headteacher who has established a caring and secure environment in which the pupils make good gains in their personal and social development. High priority is given to meeting the school's aims of pastoral care and concern for individuals. The school has a positive ethos which is reflected in the very good relationships, good attitudes to learning and the commitment by almost all staff to raising standards.
21. The school has remedied some of the issues raised at the time of the previous inspection, although more remains to be done. The school has improved the provision for and standards in music and religious education which now meets statutory requirements. Progress in art, music, history and geography is now good. Schemes of work have been introduced and long-term planning has improved. However, in some lessons insufficient attention is given to developing skills and knowledge consistently. Subject co-ordinators are more involved in monitoring what happens in the classrooms but this is not sufficiently effective in raising the quality of teaching in some subjects, particularly mathematics. Standards in English, mathematics and science are not as high as reported at the time of the last inspection, although National Curriculum test results show that the school has

kept pace with national trends. The provision for pupils' cultural development is much improved and is a strength. Provision, teaching and attainment of children under five is better than it was. The school has set appropriate targets to raise standards and is on course to meet them. The governors and staff are aware of what needs to be done to move the school forward, and have satisfactory capacity for improvement.

22. The governors have a clear understanding of the school's strengths and weaknesses and work well with the headteacher in identifying priorities. They provide clear educational direction. For example, the school development plan is produced after much consultation and accurately reflects vision for raising standards. Governors meet regularly to review progress of the plan and are thoroughly involved in making decisions. There is a very good relationship between the chair of governors and the headteacher and this ensures that targets are reviewed systematically. The development plan includes useful targets and it is monitored appropriately by the governors who act as critical friends of the school. Governors ensure that statutory requirements are met and take their responsibilities seriously. For example, the governors for literacy and numeracy have been involved in monitoring the introduction of the school's literacy and numeracy strategies.
23. The provision for pupils with English as an additional language is managed effectively and liaison between external agencies and the school are satisfactory. The co-ordinator for pupils with special educational needs has a good understanding of the Code of Practice and manages the work of support staff to the benefit of the pupils. However, more needs to be done to ensure that all teachers take account of pupils' prior attainment in planning work. The school's register of pupils with special educational needs is kept up-to-date and there are regular reviews with parents of their children's progress.
24. The successful management of attendance and behaviour has resulted in secure procedures which all staff follow. The provision for children under five is managed to good effect. The areas of learning are well planned and good track is kept of progress. Staff working with children under five are managed well and the teacher in charge uses her skills effectively to ensure that all staff are fully involved in planning and assessment.
25. The subject co-ordinators have improved their knowledge of the subjects and their involvement in monitoring teaching. However, there are weaknesses in subject management. The monitoring of teaching has produced improvement in some subjects such as art and music but more remains to be done to improve the teaching of mathematics and raising the teachers' competence in setting work which is matched to the pupils' prior attainment.
26. Staff are kept suitably informed and involved in making decisions through the regular staff meetings. The senior management team meet regularly and administrative arrangements to ensure the smooth running of the school are secure. Communication with parents is satisfactory although a few parents would like more information about what is to be taught in Key Stage 1. Parents say that the staff of the school are approachable and that they listen to their suggestions and complaints.

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

27. There is a sufficient number of full-time and part-time staff employed by the school to teach the full range of subjects in the National Curriculum and to support pupils with special educational needs and those for whom English is an additional language. The staff have acquired the necessary skills through suitable in-service training though some staff are not fully confident in the procedures for the Numeracy Strategy as training has yet to be completed. All staff have up-to-date job descriptions with their particular responsibilities clearly identified. The learning support assistants provide good and sometimes very good support for pupils with special educational needs and the well qualified nursery nurses in the 4+ unit provide very good support and have high levels of

expertise. They have a good impact on progress. The school is currently assisting one of its support staff through a degree course and another through training as a nursery nurse. The administrative staff are effective and efficient and ensure that procedures in the school run smoothly.

28. The staff work well together and there is good co-operation between them. They maintain good standards of discipline and behaviour in the school. The mid-day supervisors support them well and maintain good standards of discipline in the dining hall and in the playground. The school has a fully trained mentor for newly qualified teachers. There is an informative handbook, which provides useful guidance for new members of staff and supply teachers. There is a staff meeting each week, which provides staff with the necessary support to carry out their duties effectively. Appraisal is carried out correctly and the interviews are used to identify needs and provide suitable in-service training. In-service training is suitably linked to the school development plan and teachers' appraisal. The previous inspection identified music and religious education as areas of weakness, this no longer applies.
29. The accommodation is appropriate for the age of the pupils and is spacious enough for the teachers to deliver the curriculum effectively. It is well maintained and clean. The accommodation for children under five is good. The outdoor play area is very good. Staff display pupils' work effectively and the displays enhance the learning environment. There are good hard play areas and a small field. The environmental area is being developed and this is a target in the school's development plan. The school has taken part in a hedge planting exercise as part of its work in environmental issues. The courtyard area in the middle of the school has been turned into an attractive resource for science. However there are items of equipment, which do not belong there and detract from the overall pleasing appearance. The school's new library is attractive and well designed and provides a focal point for developing the pupils' reading skills.
30. The learning resources are good and have a beneficial impact on learning. Most subjects have more than sufficient stocks of equipment and materials in good condition. Every class has two computers with printers, one of which has CD-ROM facilities. There is good supporting software. The library is a recent addition and the stock of books is consequently limited. However, the school makes good use of the schools' library service and is purchasing more books each year to increase the stock in its own library. There are suitable educational visits to support the curriculum in history and religious education and a number of visitors including writers, musicians and artists, which have a good effect on pupils' learning. Overall this represents an improvement on the previous inspection when deficiencies in resources in design and technology, artefacts in history and resources for a contrasting area in geography were noted.

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

31. The school makes good use of its staffing, accommodation and resources and this has a beneficial effect on attainment and progress. Financial planning is good and the finance committee exercises effective budgetary control. The school has met the recommendation of the most recent auditors' report, including having more financial costs in the school development plan. The plan has suitable targets and priorities and measures of success. Accurate financial information is available at governors' meetings and good systems are in place to keep them up-to-date of any changes. The finance committee has clear understanding of the long-term needs of the school and makes prudent decisions about spending. This has enabled the school to plan successfully for the new library building and outdoor play area for the children under five. Funds allocated to improve school resources have been used effectively and there are high quality and good quantity of resources for almost every subject. The school provides additional support for pupils with special educational needs and the use of support staff is effective in helping these pupils

to make progress. Staff working with pupils with English as an additional language were absent during the inspection due to a religious festival. The school makes good use of their expertise although there is insufficient support for bilingual pupils.

32. Funds allocated for classroom support and administrative staff represents good value. Day-to-day administration is effective and efficient. Staff provide good support for the pastoral and welfare ethos of the school. The school makes good use of resources, although in some lessons the pace is slow. Improved use of the school site for environmental work has been brought about by the creation of meadow and pond areas. The governors have made good decisions to extend and develop the outdoor play area for children under five and this has had a very positive impact on standards in physical development.
33. Subject co-ordinators have a small and suitable budget. This is used appropriately to provide and maintain resources. Funding for in-service training is used effectively and correctly accounted. Allocation of in-service training is based upon professional appraisal and the needs of the school. Funds allocated for the education of children under five have been used well to improve the accommodation and resources, especially the outdoor play area and equipment. The school has made good use of funds available to develop literacy and also spent wisely in improving resources for mathematics. Funding to support the teaching of pupils with English as an additional language are held centrally. At the end of the last financial year the school had a large planned surplus which has been used well to develop a library and to improve the outdoor resources for children under five.
34. The cost of educating pupils is above the national average. Pupils have below average attainment on entry and most achieve average standards for their age by the time they leave school. The curriculum is broad and balanced and provides suitable opportunities for all pupils to develop personal, social and academic skills. There is added value in a number of areas, particularly relationships and multi-cultural education. Opportunities are taken to have visitors into school and visits out of school, which have a good effect on the experiences offered to pupils. Taking these factors into consideration, the school provides satisfactory value for money.



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

### **Areas of learning for children under five**

35. The provision for children under five in the 4+ unit is a strength of the school. The work with children under five is better than at the time of the previous inspection. Due to the good teaching, well planned curriculum, effective use of assessment, high quality teamwork and good resources the children make good progress. The children start school in the term after their fourth birthday and attend part-time for two terms before having a full-time place prior to entering the Reception class. The admission policy means that children born in the summer term are disadvantaged, by having a shorter time in the unit before starting school; they have no time in the Reception class. At the time of the inspection almost all of the children in the 4+ unit were under five. Despite having below the expected levels of language development on admission, the children make good progress in all the appropriate areas of learning. By the time they are five, most attain at least the Desirable Learning Outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. This represents a good success for the school.
36. By the age of five, the children have made good gains in their personal and social development and are confident and enthusiastic learners. Children with special educational needs are supported well and work is matched to their needs. Consequently they make good progress. Similarly, children with English as an additional language receive appropriate help from the staff in the unit, although there is insufficient bilingual teaching support. Nevertheless they soon settle into school life and join in with the activities with other children. The teaching of this area of learning is very good. The staff focus on helping the children to become independent but maintain a good balance between directing them and allowing them to choose tasks. Careful monitoring of progress through sensitive observation and intervention just at the right time ensures that the children form effective relationships. They are eager to explore the wide range of challenging activities provided and maintain good levels of concentration. For example, they work together well experimenting with sand and water and begin to draw reasonable conclusions about the capacity of containers. They enjoy playing games and know how to share and take turns. The children show thoughtfulness for others and are sensitive to each other's feelings expressing joy, excitement and sometimes sorrow appropriately.
37. The development of language and literacy has a high priority and the teaching of this area of learning is good. The children, including those with special educational needs and those with English as an additional language make good progress. By the age of five, most are good listeners in both large and small groups. They rapidly improve their vocabulary and enjoy talking with adults. In the home corner they mimic their parents when preparing food, adding touches of humour. The children enjoy books and most understand that text and pictures convey meaning. They grow in confidence in writing and some form letters correctly and write their own name. The teachers provide good opportunities to learn rhymes and the children are drawn to these activities by the good storytelling techniques of the staff. The staff work effectively with small groups of children in practising writing skills and the children make good gains in controlling a pencil. The children then practise their skills independently in the office. The good use of questions beginning with 'why' and 'how' prompts the children to think carefully and to answer in phrases or short sentences. Good records of the children's development are used well to plan work which is matched to the children's levels of attainment.
38. By the age of five, most children attain the Desirable Learning Outcomes in the mathematical area of learning. The children make rapid progress in learning how to count and in developing an understanding of mathematical language such as long, short, big

and little. Children with special educational needs improve their skills in sorting apparatus and learn to recognise and make patterns. Most children count up to 10 and beyond and match toys one to one. The higher attainers show a secure understanding of 'more' and 'less than' by comparing the number of teddy bears in a line. Children with English as an additional language experiment with shapes and begin to sort objects. The oldest children read simple instructions, for example the number permitted in the sand tray, and count to make sure that it is not exceeded. Staff monitor progress effectively. They regularly work with small groups to assess understanding and then use the information to plan work. Their good knowledge of how young children learn is put to effective use in teaching number rhymes, organising number games and in providing equipment which gets the children interested in number.

39. The imaginative and interesting curriculum impacts well on the children's knowledge and understanding of the world. Progress in this area of learning is good and the children attain the Desirable Learning Outcomes by the time they are five. Most children talk confidently about where they live and the higher attainers describe their route to school and some of the shops in the locality. They have a good awareness of the natural world and understand that seeds and bulbs they have planted will grow, even though it may take a long time. The staff have good skills in teaching this area of learning. For example, they make good use of the school's grounds to develop a garden and to give opportunities for the children to explore. The wide range of materials available are used well to develop the children's skills in cutting, joining and folding. The children enjoy building models from construction toys and show good levels of perseverance and imagination in designing vehicles and buildings. They enjoy using the computer and have suitable dexterity in controlling the mouse and recognising some keys.
40. By the age of five, most children's creative development is above that expected for their age. Progress is good for all children. This area of learning is taught well and the staff's imaginative approach and enthusiasm rubs off on the children. This is particularly noticeable in developing musical skills. The teacher's often sing to the children and they respond holding a tune and keeping the rhythm. They move spontaneously to music and add actions confidently. In outdoor play they enter into character when joining in ring games, bubbling over with excitement. In art, the children competently use a wide range of materials. For example, they use clay to make hedgehogs and add good detail to bring their models to life. The children mix paint and recognise and name colours and blends. Some know how to mix colours. Their collage work often includes effective use of shapes and materials. They describe the materials correctly using words such as shiny, hard, crinkled and smooth. The staff encourage the children to be expressive without embarrassment, fostering appreciation for other's work. The attractive displays provide a good focal point to stimulate ideas.
41. All children make very good progress in their physical development and by the age of five they exceed expectations for their age. The very good outdoor play area and the well equipped school hall are used well by the teachers to provide challenging and stimulating activities. The teaching of this area of learning is very good. For example, the combination of a teacher and a nursery nurse in teaching gymnastics and movement skills in the hall resulted in the children making significant gains in balance, turn, stretching and curling. The staff make effective use of questions and encouragement to enthuse the children to do their best. Constant and well focused praise helps to drive up standards. In outdoor play, the excellent apparatus provides challenge for the children and the intervention of staff helps them to gain in confidence in climbing and balancing. Language development is emphasised well and the children make good gains in understanding and using positional words. The children make safe use of wheeled vehicles showing awareness of others' space. Staff encourage them to take turns and share and the atmosphere in these lessons is one of security and purpose.

## Core subjects

### English

42. By the end of Key Stage 1, pupils' attainment in English is in line with the national average. Inspection findings at Key Stage 1 are similar to the school's results for the National Curriculum tests for seven-year-olds. Pupils' results are broadly in line with those in schools with similar intakes. Over the past three years, the national test results have been maintained at average levels. Above average standards are achieved in reading by about a third of the pupils. Results show that girls performed better in writing but that there was no difference in performance between boys and girls in reading. Standards in English are not as high as reported at the time of the last inspection, although the results of National Curriculum assessments are at a similar level. The school places much emphasis on reading and writing and the National Literacy Strategy has been successfully implemented. Progress is satisfactory overall. Pupils with special educational needs and those with English as an additional language make satisfactory progress overall but when given additional support their progress is good.
43. By the end of Key Stage 1, speaking and listening skills are above average and progress is satisfactory. Pupils throughout the school listen attentively in many different situations and respond well to instructions and questions, showing a good level of understanding. Pupils in a religious education lesson listen carefully to a poem about those who fought in the First World War and make appropriate comments in discussion. Opportunities are used well at the end of the literacy hour for pupils to read aloud and to share their work. For example, pupils who have been looking up names of animals in their dictionaries read out the words confidently and the other pupils listen attentively. Higher attaining pupils express their ideas clearly and confidently and have a wide vocabulary.
44. Reading and writing are promoted well through the school's implementation of the National Literacy Strategy. Shared and guided reading and writing activities within the literacy hour are well organised. Overall, most pupils make satisfactory progress in both reading and writing. By the end of Key Stage 1, in reading most pupils attain average standards and about a third achieve above average levels. Most pupils read from a range of texts with increasing accuracy and expression. They use a range of strategies to help them read unfamiliar words. However, there is not sufficient challenge in the reading books for higher attaining pupils and there is too much reliance on books from the reading scheme for these pupils. Most pupils, including lower attaining pupils, express enjoyment in books. They are familiar with words such as author, title and illustrator, and higher attaining pupils understand the purpose of the contents page and index and can use them to locate information in a book. The pupils benefit from reading a wider selection of literature with their teacher during the literacy hour. They also have the opportunity to read with others. Every class has access to the library each week where they can borrow books to read at home. This has a good effect on the pupils' knowledge of the library and their library skills.
45. Attainment in writing is average at the end of the key stage. Progress in writing is satisfactory. Pupils use punctuation correctly and their handwriting is neat and well formed. They spell familiar words correctly and use a good range of vocabulary. In shared writing, pupils in Year 1 have composed their own version of 'Little Miss Muffet' and after enjoying the book 'I Love Animals', they make a class book of their writing called 'Things I Love'. Pupils in a Year 2 class know how to set out a letter correctly and how to write an address when they write a letter after their teacher has read a story called 'Dear Daddy'. Teachers provide a lively and stimulating literacy environment through word lists, charts and book displays in their classrooms, which support learning well.
46. Progress in English is enhanced through the school's approach to literacy teaching.

Planning is secure and takes into account the needs of the pupils. Reading is promoted effectively and skills such as building words from the sound that letters make are developed consistently. Pupils steadily work their way through the school's reading scheme and although this works well for most pupils there is insufficient opportunity for higher attaining pupils to extend their skills through choosing demanding material. Progress in speaking and listening is good and the teachers insist on clear speech and careful listening. In writing, progress in handwriting is satisfactory in most classes although in a Year 1 class the teacher does not insist on high standards of presentation and this results in untidy work. Pupils consistently improve their competence in spelling and the use of punctuation. Pupils with English as an additional language make satisfactory progress. They gain confidence in speaking in a variety of situations and improve their range of vocabulary.

47. The response of pupils to English lessons is mostly satisfactory and sometimes good. They are eager to learn and participate in questions. They enjoy their work. Pupils in a Year 2 class enjoy thinking about and discussing the characters in their story 'Once Upon a Time'. When taught as a whole class they listen attentively, they take turns to speak and respect the ideas of others. They are eager to answer questions and participate in group and whole-class discussions. They are keen to discuss text and develop their ideas through talk. Most pupils behave well but when the pace of the lesson is slow, some pupils lose their concentration and become restless. They are able to share resources and handle books with care and respect.
48. The pupils are aware of using English in other subjects. For example, in history, they research information from books and begin to collate ideas. In religious education, they share ideas in discussion and then make written comments about what they have found out. In geography, they write interesting accounts of journeys and begin to make appropriate use of technical vocabulary.
49. The quality of teaching of English is satisfactory overall and has a beneficial impact on raising standards. Forty-three per cent of lessons are satisfactory, 43 per cent are good and 14 per cent are very good. Teachers have a good understanding of the subject and promote language development consistently well during English lessons and across the curriculum. For example, pupils in a Year 1 science lesson learn about the five senses and think of adjectives and their opposites to describe various materials that they touch. In a music lesson in Year 2, the pattern and rhythm in words is effectively reinforced. Consistently teachers use the correct terminology in such lessons as science and mathematics and numerical vocabulary is well displayed in all classrooms.
50. Teachers use skilful questioning effectively to extend pupils' thinking. Shared and guided reading and writing activities are used effectively to promote pupils' understanding of punctuation, vocabulary and text. Resources are well-prepared, and planned tasks are suitably varied for different ability groups, although there is not enough challenge for the high attaining pupils. Teachers use good opportunities to constantly reinforce points of grammar such as capital letters and full stops and they introduce and explain new vocabulary as opportunities arise. Teachers give clear explanations and instructions and learning objectives are clearly communicated to pupils. They use and discuss a range of literature to develop pupils' appreciation and understanding of texts. These include poetry, fairy tales and fables. Teachers have good relationships with pupils and effective guidance is given throughout lessons. Lessons are well structured and organised, with a range of teaching strategies being deployed during lessons. Teachers' planning in English is detailed and provides effective guidance. Information technology is used satisfactorily when pupils use the computer to write descriptions of their homes.
51. Within some otherwise satisfactory or good lessons, there are some relative weaknesses. Teachers' input in lessons is occasionally too lengthy and because the pace is slow pupils

get restless and there is insufficient opportunity for pupils to write and work independently, resulting in inconsistent progress. The National Literacy Strategy is having a good impact on the teachers' competence and has helped to focus on the consistent development of skills, knowledge and understanding. This has been co-ordinated well. Pupils have suitable opportunities to develop and improve their reading skills at home. Pupils in Year 2 learn spellings regularly.

52. Insufficient use is made of assessment to focus on the needs of different groups of pupils in some classes. This results in lack of sufficient challenge especially for higher attaining pupils. The co-ordinator for the subject carries out monitoring of the teaching but the findings are not used effectively. There is a new library and many out-of-date books have been discarded. The school makes good use of the Schools' Library Service to supplement stock.

## **Mathematics**

53. In the 1999 National Curriculum assessments for mathematics standards of attainment were below the national average at the end of Key Stage 1. The results were also below average when compared with attainment in schools with similar intakes. Teacher assessments indicated that standards were broadly average overall but above average for the higher attaining pupils. Progress is satisfactory overall with some unsatisfactory progress in Year 1, due to lack of match of work. In the previous inspection standards were found to be above average in relation to national standards. There were no statistics available in 1996 to compare similar schools. Pupils with special educational needs make satisfactory progress in the lessons where the lesson objectives match their needs, but in some lessons in Year 1 insufficient account is taken of their levels of understanding and this results in unsatisfactory progress. Pupils with English as an additional language make satisfactory progress.
54. At the end of Key Stage 1 pupils attain below average standards although the percentage of pupils achieving the average Level 2 is in line with national performance. A low proportion of pupils attains the higher Level 3. Pupils count to 20 with confidence. The higher attaining pupils know numbers to 100 and understand place value. However, there are few higher attainers. The average and lower attaining pupils add and subtract to 20. The higher attaining pupils estimate in time and check their results accurately. The average and below average know the hours on the clock accurately. Most pupils have studied two-dimensional shapes and know the names of most regular shapes. They are less certain about their properties. There is insufficient focus on practical mathematics and mental recall skills are weak in most classes; in these aspects progress is often unsatisfactory. There is a strong emphasis on number and the development of a mathematical vocabulary and in this area progress is satisfactory. However more needs to be done to ensure that the pupils are confident in measurement. There is some evidence of data handling in the form of block graphs.
55. Progress in number is satisfactory and sometimes good. For example, in Year 2, the teachers provide challenging activities and insist on quick and accurate answers to mental calculations. Progress is hampered in two of the Year 1 classes because of the lack of match of work and insufficient account being taken of previous learning. For example, in one lesson, the teacher did not pick up on the higher attainers' good skills of prediction.
56. Numeracy skills are developed satisfactorily in some subjects. For example in art, the pupils develop a good awareness of pattern. There was also some evidence of mathematical skills being developed in history through the use of time lines.
57. Pupils' response to mathematics varied from good to unsatisfactory and very much reflects the teachers' confidence and management of the pupils. It is satisfactory overall. In a Year 2 class the response was very good as the teacher enthused the pupils through

setting interesting work which was challenging. The pupils generally behave well in lessons except when they are bored by simple tasks. Most pupils are keen to complete tasks and in most classes they present their work well. They are good at getting out and clearing away apparatus after use.

58. The quality of teaching varies from very good to poor. It is satisfactory overall. The most effective teaching is in a Year 2 class, where the teacher's knowledge and understanding of the subject inspires the pupils to tackle difficult tasks. At its best the teachers' rapport with the pupils is secure and they concentrate hard, competing to be first to answer the questions. But some lessons in a Year 1 class were unsatisfactory or poor where the teacher was unsure and lacked the control to hold the pupils' attention. The tasks set sometimes did not match the needs of the pupils. The work lacked challenge particularly for the higher attaining pupils who did not make sufficient progress. Those with special educational needs were given the same tasks as the average pupils, which resulted in unsatisfactory outcomes. In several classes, there is an over-dependence on commercially produced worksheets, which rarely match the needs of the pupils. The Numeracy Strategy is presenting some organisational problems and more training is required. The mental strategy is not taught well in some classes and the lessons proceed at a pedestrian pace. Some staff did not focus appropriately on one group during the main activity. Resources are satisfactory overall and good for counting and number. The co-ordinator is well trained. The Numeracy Project introduced this term is a challenge, which is being met through the school development plan and training. Homework is used regularly and effectively in some classes.
59. The co-ordinator has a clear understanding of the need to raise standards and monitors teaching regularly. However, the impact of monitoring on the teaching in Year 1 has had insufficient impact on the quality of lessons. The headteacher analyses the results of National Curriculum tests and has set sufficiently challenging targets for overall improvement. However, in some classes the teachers do not take sufficient notice of the pupils' knowledge and weak lesson planning and assessment result in insufficient progress.

## Science

60. The 1999 National Curriculum Key Stage 1 teachers' assessment of seven-year-olds show that the percentage of pupils achieving the expected Level 2 was broadly in line with the national average. The percentage of pupils who gained the higher Level 3 was below the national average. Evidence from pupils' work confirms this level of performance. Since the last inspection, investigations and work on materials and their properties has improved. Most pupils make satisfactory progress in all aspects of science. Progress for higher attaining pupils, those for who English is an additional language and pupils with special educational needs is unsatisfactory. Insufficient consideration is given to the needs of these groups, which results in work that is not matched to their needs or prior attainment.
61. By the end of the key stage, pupils' attainment in experimental and investigative science is average. On a 'listening walk' around the school grounds, Year 1 pupils record what they hear as a series of pictures and Year 2 pupils use a wide range of acceptable categories in order to classify animals. Pupils make good progress in recording their sorting activities into categories and their scientific vocabulary related to plants is improving.
62. Attainment in life processes and living things is average for most pupils by the end of the key stage. Pupils in Year 2 know that living things can breathe, eat, move and reproduce and most pupils in Year 1 name the five senses correctly. Year 2 pupils have tried to grow seeds in different conditions, having first predicted what might happen. Some teachers have low expectations of the level of vocabulary and writing for Year 2 pupils. For

example, excessive use of colouring pictures and single word answers presents insufficient challenge for higher attaining pupils and hampers progress.

63. By the end of the key stage, pupils' attainment in materials and their properties is average. This aspect of science is showing most improvement in the use of vocabulary. Pupils describe materials as rough, smooth, soft and flexible and know that some materials, such as wood, can be both hard and smooth. Pupils make satisfactory progress in this aspect of science. Good links with other subjects such as design and technology and art help the pupils to gain a thorough knowledge of materials, their properties and use.
64. Attainment in physical processes is average by the end of the key stage. Pupils successfully demonstrate vibration by plucking a taut string and understand that vibration can be seen and create sound. This knowledge is effectively reinforced and developed in music lessons. Progress in working with simple circuits and friction is satisfactory.
65. Pupils continue to lack regular opportunities to follow their own lines of enquiry or to work independently of the teacher. This is limiting their progress in writing skills and their ability to research information from reference books and CD-ROMs. In lessons they speak and listen carefully when their teacher is asking questions. In Year 2, pupils who have English as an additional language make good progress in arranging pictures of animals into categories. In using this information and the associated vocabulary their progress is hampered by the lack of supporting word lists. Pupils with special educational needs make best progress where their needs are identified and planned for, such as oral responses or recording using information technology.
66. Most pupils have good attitudes to their work and are attentive to their teachers. They enjoy bringing their knowledge to the lesson and work sensibly with a partner. Their behaviour is usually good, and where there is some inattention it is usually dealt with effectively, especially in Year 2. They remain on task and show pleasure in the success of others through applause. Opportunities to ask and answer questions are effective in developing the pupils' confidence.
67. The quality of teaching is satisfactory overall. It varies from good to unsatisfactory. All teachers make good use of recall sessions before beginning their lessons and there are good question and answer sessions. Management of pupils is satisfactory and resources are used well. Where lessons are less successful, planning does not take into account the different abilities within the class and some low-level activities are set, which demand only colouring or restricted answers. Several lessons have slow pace, with written work directed by the teacher and all pupils working on the same worksheet. There is good record keeping, but no assessment of pupils' work against National Curriculum levels to identify what pupils have achieved and what steps are needed to enable them to make better progress. The science policy implies a culture of pupils progressing according to their ability, rather than a programme with a vigorous planned drive for the highest levels of attainment and progress.

### **Information and communication technology (ICT)**

68. By the end of Key Stage 1 standards of attainment in ICT are above the national expectation. There are some additional good features particularly in the use of information technology in other subjects. Progress is good. Pupils have extensive opportunities to use programs in data handling, word processing, modelling and in control technology. Pupils with special educational needs and English as an additional language make good progress.
69. By the end of Key Stage 1 the majority of pupils know that the letters on the screen match the letters on the keyboard and use the keys accurately when typing their work. They use the arrow keys confidently and have suitable control when using the mouse. The majority

writes simple sentences. They store and retrieve information. The higher attaining pupils save and print their work. Pupils enjoy collecting information about the type of homes where they live and make a pictogram using the appropriate software. Others draw block graphs accurately and support them with a key to describe the information. They use their skills well to support work in geography, art, mathematics and English. Most pupils are familiar with at least two different art programs which they use well to produce attractive artwork. Pupils have average skills in control technology and accurately program a robot to follow a predicted route. Pupils with special educational needs confidently produce a weather map using the correct symbols by clicking and dragging with the mouse.

70. The pupils make good gains in their use of computers. They improve their use of the computer's tools through consistent teaching of skills. For example, in word processing they are taught how to change fonts and to check their spelling. In using art programs they gain competence in using tools such as a brush or spray and can amend their pictures.
71. The pupils enjoy using computers and have good attitudes. They concentrate and persevere well when exploring new programs. The more competent pupils effectively support those with weaker skills. They take care of the equipment and readily take turns when working in pairs. Behaviour in lessons is good and the pupils focus on the task well.
72. The quality of teaching is at least satisfactory and sometimes good. The teachers have more confidence and a better subject knowledge than at the time of the last inspection. This is due to the good in-service training undertaken in the last few years and the support received from colleagues in parallel classes. The planning is based upon a series of lessons on the direct teaching of skills. This has a good impact on progress and the development of skills. The teachers correctly emphasise the direct teaching of skills and use the school's good recording charts to track the progress of the pupils.
73. Assessment is a strength and a systematic recording of each pupil's attainments forms the basis of the school's monitoring procedures. Pupils make a visit to the junior school for a lesson in their computer suite. Each class has two computers one of which is a CD-ROM; both, have printers, one in colour. There is a wide range of software. Overall resources are good and staff use them well to reinforce learning.

### **Religious education**

74. The school meets the requirements of the local agreed syllabus for religious education. Pupils' attainment is in line with the learning objectives in the Bedfordshire Agreed Syllabus. Progress is satisfactory. Pupils with special educational needs and those with English as an additional language make satisfactory progress. Since the previous inspection, where religious education was identified as an area for concern, the school has improved resources and has developed a policy and an appropriate scheme of work to ensure coverage of all aspects of the subject. The subject makes a positive contribution to the pupils' spiritual, moral, social and cultural development.
75. By the end of Key Stage 1, pupils know about aspects of different religious beliefs and customs. They learn about key figures, festivals and stories associated with Christianity and major world religions. They look with respect at the variety of beliefs within these religions. They have a good knowledge of people from within these religious traditions, of stories from the Bible and of different religious symbols and festivals. Pupils in Year 1 make satisfactory progress learning about the festival of Diwali and know the song about Rama and Sita. Pupils in Year 2 know that the Bible is a special book for Christians and that other faiths have books that are special to them. Pupils in Year 2 are beginning to see links and connections across faiths when they look at celebrations and special times. They make progress in understanding about the Jewish faith and how Jews make the Sabbath special.



76. Pupils' response in lessons is at least satisfactory and sometimes good. Pupils listen with interest to the stories, ask and answer questions and show respect for others' beliefs and customs. They show good understanding of what is right and wrong. The pupils enjoy talking about their lessons and help each other when working together. They work sensibly when writing independently about Remembrance Day and persevere with their tasks. They show respect for ideas from other faiths. A Year 1 class enjoys making candleholders and cards for the festival of Diwali. Year 2 pupils listen carefully when learning about Remembrance Day and ask sensible and appropriate questions.
77. The quality of teaching in lessons observed is satisfactory overall and some teaching is good. It is evident from lessons seen and from looking at work and talking with pupils, that teaching throughout the school succeeds in bringing pupils to a broad understanding of people's religious practices, beliefs and lifestyles within the context of their own religious experience. Teachers prepare their lessons with care, and questioning skills are used well to promote pupils' learning. Planning is closely based on the local agreed syllabus. Whole-class teaching provides a good introduction to the lessons so that pupils know the purpose of the lesson and what each of them is expected to do. However, in a few lessons, the pace is slow and this causes the pupils to become restless and lose interest. Formal assessment of the subject has still to be addressed.
78. The co-ordinator has worked hard to improve the subject, which had weaknesses identified in the last inspection report. Attainment is now in line with the learning objectives in the local agreed syllabus and progress is satisfactory throughout the school. Teachers' subject knowledge is satisfactory and the planning has improved. There is now a good supply of resources in the form of texts, posters and artefacts to enrich the curriculum.

## Other subjects

### Art

79. The pupils, including those with English as an additional language and those with special educational needs, make good progress. Pupils' skills and techniques in art are developed consistently. The teaching of art varies between satisfactory and very good and is mostly satisfactory. Since the previous inspection, standards, progress and the teaching of art have improved. The good scheme of work is followed consistently and the effective use of displays of pupils' work make a good contribution to the pupils' cultural awareness. Year group planning ensures that there are consistent opportunities for all pupils. The subject is co-ordinated very well and the co-ordinator has particular skills in developing colleagues' expertise.
80. The school places much emphasis on developing techniques and skills and then applying them to creative art. For example, in Year 2, the pupils are taught how to use pastels, make outlines and build up depth of colour. The result is effective pictures in the style of canal art. Teachers make good use of demonstration to show pupils how to improve. For example, in a weaving lesson the teacher used sketchbooks to practise the visual effect of weaving in and out and then the pupils tackled weaving with paper confidently. The pupils are keen to take part in lessons, particularly with the co-ordinator who brings inspiration and high levels of skill to the lessons. They enjoy helping with getting out and clearing away resources. They take care not to be wasteful. Behaviour in lessons is good. The teachers intervene appropriately to keep the pupils on task and use praise well to encourage them to do their best.
81. Pupils throughout the school improve their sewing skills through activities such as stitching leaves for the millennium tree and making a tapestry. Good links are made with other subjects. For example, in ICT the pupils use painting and drawing software to produce self-portraits which include good detail and show appropriate control of a

computer mouse. The teachers use the wide range of good resources to good effect. In Year 1 the pupils make and design a picture with coloured cards of different textures and use charcoal to produce an effective picture.

## **Design and technology**

82. The pupils, including those with English as an additional language and those with special educational needs, make satisfactory progress in design and technology. Little teaching of the subject was observed during the inspection due to timetable arrangements. Analysis of teachers' plans, discussion with pupils and scrutiny of their work shows that skills and techniques are developed consistently and that teaching is satisfactory. However, insufficient focus is given to designing and evaluating models. Standards are at a similar level to the previous inspection; planning and the scheme of work have improved.
83. Staff follow the school's scheme of work which includes good advice on topics to be covered. The pupils make satisfactory progress in using a variety of tools and become competent in choosing different fastenings. The teachers introduce the pupils to joints and simple levers and the pupils in Year 1 use their knowledge to draw and then make skeletons with moving parts. The school has sufficient resources for the subject and the lessons include suitable opportunities for the pupils to work with malleable and mouldable materials. Teachers make a good link with the festival of Diwali and Year 1 pupils make Diva lamps from clay. They add suitable decoration to produce pleasing models.
84. Older pupils make satisfactory progress in making wooden frames experimenting with different ways of fixing corners; they then add attractive pictures to make calendars. Food technology is taught well. The school makes good use of a parent who explains very clearly the process of proving bread and involves the pupils in plaiting a loaf. This activity engendered a sense of great excitement.

## **Geography**

85. Due to timetable arrangements, it was possible to observe one lesson in geography, but from scrutiny of pupils' work, displays around the school, teachers' plans and resources for the subject, pupils, including those with English as an additional language and those with special educational needs, make good progress. Attainment is appropriate for the age of the pupils.
86. Pupils have a good understanding of directions and locate key features in their locality from an aerial map. They accurately name key buildings and draw up a key to identify the principal features. They know the different characteristics of the city, urban areas and villages in the countryside from photographs, which they use in discussion groups. Teachers use their subject knowledge well to extend the pupils' understanding of geographical vocabulary. The pupils develop their geographical vocabulary and record their findings by using the word processor program on the computer. Pupils make good use of their ICT and mathematical skills to gather information and construct block graphs. They use an art program to illustrate their pictures. They recognise the map of the British Isles and appropriately name the different countries and the chief physical features.
87. Pupils enjoy geography, they are enthusiastic and work hard with their tasks. Pupils are encouraged to use the appropriate geographical language; for instance when studying weather and the water cycle they understood and described evaporate, condensation and knew that air cooled down as it rose over the hills. Behaviour is good and pupils work well together.
88. Teaching is good. Lessons are well planned and the teachers have good subject knowledge. The planning of lessons is satisfactory and shows consistency across each year group. The teachers make good use of the resources including the wide range of artefacts. This is an improvement on the last inspection when resources, particularly for a contrasting locality, were judged to be weak. This is evident in the topic on transport where good use has been made of the school's own collection of artefacts which highlight the historical significance of the canals. The use of ICT is a particular strength in

geography and involves data handling, word processing and modelling.

89. The co-ordinator provides an effective lead in the subject and has a good understanding of the resources required to teach the subject efficiently. There is a useful scheme of work to support the teaching. Overall the coverage of the areas to be studied is good and the pupils develop their knowledge and understanding well. They look at plans skilfully and build models of their towns from drawings, which they have made previously.

## **History**

90. Since the previous inspection, history has been given a clearer curriculum profile and provides pupils with a meaningful experience throughout the year. All pupils, including those with English as an additional language and those with special educational needs, make good progress in improving their vocabulary and know a wide range of people from history. These include Louis Braille, Grace Darling and Thomas Edison, whose stories are used effectively to present values of service, dedication and invention. In school there is a good range of quality artefacts for pupils to make comparisons with their lifestyle experiences and those beyond living memory. Schooldays and domestic life are explored with interest.
91. Pupils have good attitudes to their work and teachers. For example, during lessons on the meaning of Remembrance Day, pupils demonstrated an impressive sense of respect and sensitivity. They understood that this event was important to people, even though the events happened a long time ago, and was sufficiently important to those people for memorials in parks and other public places to be erected. They behave well and their answers to questions show that they have been listening carefully.
92. Teaching is good and the improvement in history is due to the knowledge and enthusiasm of the teachers and consistent time allocation throughout the year. Good resources are used well to promote interest and curiosity. Interruptions to video programmes are used as an effective check on pupils' understanding. However, insufficient use is made of the subject to develop pupils' writing skills. Follow-up work consists mostly of low-level activities on worksheets, which does not extend the range of writing styles particularly for higher attaining pupils. Descriptions of the visit to the Shuttleworth Collection demonstrate the pupils' capabilities clearly, but this is not evident in their classwork.

## **Music**

93. As they move through the school pupils make good progress in developing their musical skills in performing, composing, listening and appraising. Pupils with special educational needs and pupils with English as an additional language make satisfactory progress. Since the previous inspection, where music was identified as an area for improvement, the school has improved resources and has developed an appropriate scheme of work to ensure coverage of all aspects of the subject.
94. Pupils, including those with English as an additional language and those with special educational needs, make good progress throughout the school in developing their musical skills of performing and composing music. Pupils learn how to use tuned and untuned musical instruments to interpret mood and emotion and they make good progress in recognising different sounds and rhythms. Pupils in Year 1 know how to create various musical effects with chime bars when singing the song for Diwali about Rama and Sita and they work out patterns with rhythms to accompany the song. Pupils in Year 2 learn that sounds used to make music are made by a variety of instruments and they make their own instruments to produce the effect that they need. Progress is evident in learning to listen and appraise. Pupils are aware of different composers and pupils in Year 1 have been appreciating and learning about Prokofiev's 'Peter and the Wolf'. Attractive displays illustrate that they have been learning the names of musical instruments to represent the

different characters in the music.

95. Most pupils' response to music is good. They enjoy using the musical instruments and are keen to have a turn at playing. They enjoy singing and all join in enthusiastically when, for instance, singing a song about the weather. They share the musical instruments sensibly and take turns when they are finding out which instruments make the best sounds for various types of weather, such as thunder and lightning. Pupils sing songs enthusiastically during the act of collective worship. In addition to their lessons, most children in Year 2 are keen to learn how to play the recorder and meet at lunchtime. They behave well in music lessons.
96. The quality of teaching ranges from satisfactory to very good in the lessons observed. Most of the teaching is good. The co-ordinator has held in-service training which has led to increased subject knowledge and confidence. Teachers provide good levels of motivation to encourage pupils to develop an enjoyment of music. Teachers' planning is based on the local authority scheme and is effective in ensuring breadth and balance. Questioning skills are used well to promote pupils' learning. Lessons are well-organised and make good use of time and resources. The co-ordinator has built up a good range of tuned and untuned musical instruments and these are used effectively by all classes.

### **Physical education**

97. Pupils, including those with English as an additional language and those with special educational needs, make satisfactory progress in the elements of the good physical education scheme of work and perform competently within the expectations for their age. Progress in dance is good. At present, lessons are interrupted when pupils are withdrawn for support work in other subjects and this has a detrimental effect on the flow of physical education lessons for those pupils.
98. Most pupils show a satisfactory range of movements and changes of pace to the style and mood of music. Their movements show that pupils enjoy being free to experiment and follow their own ideas. The best movements show originality and style, gracefully interpreting a stream tumbling over rocks and being more vigorous when meeting a stormy sea. Within one lesson, pupils' skill in throwing at a target showed improved accuracy through good concentration and practise.
99. Where teachers have good class control and enthusiastically manage the activity, behaviour and progress is good. Pupils are enthusiastic, attentive to the music and think carefully about what they are doing. In lessons where control and organisation is weak, as in a Year 1 class, attitudes to the lesson deteriorate and the purpose of the lesson is not achieved. Pupils, who have support because of their behavioural needs, respond effectively to the agreed strategies of eye contact for praise and benefit from their lessons. Teaching is satisfactory. The most successful lessons have a clear structure and progress through a range of skills, building on what pupils have achieved already. Teachers' choice of pupils for demonstration has a purpose, which is explained to the class. The teachers intervene suitably to extend the pupils and to get them thinking about how they might improve their movements. In the lessons where teaching is less successful, management and intervention by the teacher is weak, leading to poor attitudes and behaviour.

## PART C: INSPECTION DATA

### Summary of inspection evidence

- The inspection was carried out by a team of five inspectors over four days. A total of 15 inspector days were spent in school.
- During the period of the inspection, 53 lessons or part lessons were observed. The time spent in observing lessons, scrutiny of work and discussion with pupils added up to a total of just over 61 hours.
- Inspectors attended school assemblies and registration periods in all year groups.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- A parents' meeting held prior to the inspection was attended by 19 parents, at which they expressed their views about the work of the school.
- The responses to the 79 questionnaires (25 per cent) completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

### Data and indicators

#### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y1 - Y2	165	1	19	22
4+ unit	58.5	0	0	4

#### Teachers and classes

##### Qualified teachers (Y1 - Y2)

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

7.62
21.6

**Education support staff (Y1 - Y2)**

Total number of education support staff	4
Total aggregate hours worked each week	81.2

**Qualified teachers (4+ unit)**

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	29

**Education support staff (4+ unit)**

Total number of education support staff	4
Total aggregate hours worked each week	62

Average class size:	27.5
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**Financial data**

Financial year:	1998/1999
	£
Total Income	451,514
Total Expenditure	448,793
Expenditure per pupil	1,580.26
Balance brought forward from previous year	45,357
Balance carried forward to next year	48,078

## PARENTAL SURVEY

Number of questionnaires sent out:  
Number of questionnaires returned:

313
79

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	28	61	9	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	27	58	5	6	4
The school handles complaints from parents well	12	34	36	13	5
The school gives me a clear understanding of what is taught	18	59	10	13	0
The school keeps me well informed about my child(ren)'s progress	24	53	10	12	1
The school enables my child(ren) to achieve a good standard of work	26	60	12	1	1
The school encourages children to get involved in more than just their daily lessons	17	53	21	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	60	14	5	1
The school's values and attitudes have a positive effect on my child(ren)	25	63	8	4	0
The school achieves high standards of good behaviour	26	57	10	6	0
My child(ren) like(s) school	44	54	0	1	0

### Other issues raised by parents

- Some parents pointed out that there were inconsistent amounts of time spent on reading in classes of the same year group.
- The consensus was that the school had improved in progress and attainment since the last inspection.
- There were mixed opinions on the pupils' annual reports.
- Parents would appreciate more detail on what is taught in school to enable them to assist their children.
- They appreciate the help given to them and their children and believe this a key element in their children liking school.
- All parents agreed that behaviour in school was very good.