

# INSPECTION REPORT

## **COURT LANE INFANTS SCHOOL**

Cosham, Portsmouth

LEA area: Portsmouth

Unique reference number: 116198

Headteacher: Mrs S G Pym

Reporting inspector: Mrs J Catlin  
21685

Dates of inspection: 10<sup>th</sup> – 14<sup>th</sup> January 2000

Inspection number: 191277

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Hilary Avenue East Cosham Portsmouth Hampshire
Postcode:	PO6 2PP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J P Griffin
Date of previous inspection:	2 <sup>nd</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Catlin	Registered Inspector	History Music	Special educational needs What sort of school The school's results and pupils' achievements Quality of teaching
Mr S Munns	Lay Inspector		Pupils' attitudes, values and personal development Quality of school's care for pupils Partnership with parents
Mrs B Thakur	Team Inspector	Information technology Art Geography Physical education Design and technology	Leadership and management
Ms S Daniel	Team Inspector	Mathematics Science Religious education	Children aged under five
Mrs B Buteux	Team Inspector	English	Equal opportunities English as an additional language Quality of curricular and other opportunities offered to pupils

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

### **INFORMATION ABOUT THE SCHOOL**

Court Lane is a large infant school with 354 pupils on roll. At present there are 117 full-time and 3 part-time pupils in the reception classes, of these 74 are under the age of five.

The proportion of pupils currently claiming entitlement to free school meals is 5.6 percent, this is below the national average. Just fewer than 3 percent of pupils speak English as an additional language. This is about the same as in most schools. The school draws 20 percent of its pupils from outside its catchment area, many from less favourable socio-economic areas than that in which the school is placed. The overall attainment of children when they start in the reception classes is average. There are 74 pupils on the register of special educational needs. This is about 21 percent of the school population, and is an average figure. Just over 1 percent of pupils, which covers the 4 physically disabled pupils on roll, have Statements of Special Educational Need. This is below the national average.

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

Overall, Court Lane Infant School is an effective and improving school. Standards achieved in reading, writing and mathematics are in line with national averages. Standards in science are above that expected of similar age pupils. In music pupils attain standards well above that expected of similar age pupils. In all other subjects, standards are in line with that expected of similar age pupils. Teaching has improved since the previous inspection as no unsatisfactory teaching was observed during the inspection. Teaching of children aged under five is good. The overall leadership and management of the school are good. The headteacher, senior staff and governing body give a strong lead and sense of direction to the school and as a result, there have been considerable improvements since the previous inspection. There is good teamwork with good systems of accountability in place. The value for money provided by the school, taking account of improvements since the previous inspection and its overall effectiveness, is good.

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

- Music is very well taught and this results in high achievement
- Science is well taught and promotes high standards
- Very good pupil behaviour
- Very good development of pupils' personal development
- Very good procedures for monitoring and promoting very good behaviour
- Pupils enjoy very good relationships with adults and one another
- The role of the governing body is very effective
- Good leadership and management of the headteacher and senior staff
- Very good procedures for monitoring and promoting good attendance
- Good provision for pupils' personal, social and health education
- Overall good provision for pupils' spiritual, moral, social and cultural development
- Good procedures for child protection and for ensuring pupils' welfare
- Good information for parents
- Good care and support for physically disabled pupils
- Good provision and teaching for children aged under five
- Good provision for pupils with special educational needs and for those for whom English is an additional language
- Good provision for extra-curricular activities
- Good deployment of support and administrative staff
- Very good liaison with outside agencies

### **What could be improved**

- Day-to-day assessment often does not inform future lesson planning
- Lack of pace and rigour in some lessons
- Needs of higher attaining pupils are not always addressed to enable them to attain their full potential
- Planned opportunities to extend mathematical knowledge through practical investigations and solving problems

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

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

The areas for improvement are outweighed by the many things the school is doing well. The previous inspection in December 1996 found Court Lane Infant School to be a well managed school with good pupil behaviour. The judgements of this inspection confirm that the school continues to be well managed and that pupil behaviour has improved and is now very good. The results achieved by pupils in the national tests at the age of seven have remained in line with national averages in reading and writing. Apart from a dip in 1997, results in mathematics have also remained in line with the national average. The teaching is better, with no unsatisfactory lessons seen.

Most of the key issues for action, previously identified, have been tackled effectively. However, pupils have not been given enough regular opportunities to extend their mathematical knowledge through practical investigations and solving problems. Standards in art and design and technology are now in line with that expected of similar age pupils, because the curriculum is broader and more effectively balanced, which ensures that skills and understanding are built up steadily and systematically. The continuity of learning in history and geography has improved because both subjects are now taught regularly enabling pupils to make better progress. More time has been allocated to the practical and investigative aspects of science, which has raised achievement in this subject. The daily act of collective worship is now better managed and results in better provision for pupils' spiritual development.

The school has effectively widened the range of reading books to give a better choice of material to pupils as they move through the school. Standards in information and communication technology are improving through support in other subject areas. It is further improved through the teaching of information and communication technology skills as a separate lesson. There is now a good induction programme for newly qualified teachers. Although there has been some development in providing opportunities to extend mathematical knowledge through practical investigations and solving problems, there has been insufficient improvement in this area.

The overall improvement in the school since the last inspection is good, as it has effectively addressed most of the key issues raised at that time.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
Reading	C	C	C	E
Writing	C	B	C	D
Mathematics	C	B	C	D

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The above chart shows that standards in reading, writing and mathematics are in line with national averages. However, when compared with similar schools, i.e. those schools which have the same proportion of pupils eligible for free school meals, standards in reading are well below average and in writing and mathematics they are below average. Standards in music are very good and in science they are good. Attainment in religious education is in line with the locally agreed syllabus and the other subjects are in line with that expected of similar age pupils. Pupils with special educational needs and those with English as an additional language make good progress and attain standards commensurate with their prior attainment.

Trends in results since 1996 show a small but steady rise in standards in reading and writing. There was a drop in mathematics standards in 1997, but since then they have remained near the national average.

There is some room for improvement in the standards achieved, particularly by the higher attaining pupils in the school, and the school acknowledges this. The headteacher and senior staff have analysed in great detail the national test results for last year. Existing targets for improvement, in English and mathematics, have been reviewed and new, very specific and challenging targets have been set for the next three years.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Consistently good. Enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school, both in classrooms and during play.
Personal development and relationships	Respect one another's views and collaborate well both at work and play.
Attendance	Good and above the national average. The incidence of unauthorised absence is low.

## TEACHING AND LEARNING

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

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

Overall, teaching is satisfactory or better in 100 percent of lessons. In 19 percent, it is very good and in 2 percent it is excellent. The skills of literacy are effectively planned for and taught during timetabled sessions, with further sessions for focused teaching of phonics, where pupils are grouped according to prior attainment. This is a positive development which is improving attainment for all pupils in spelling and creative writing. Overall, numeracy skills are suitably planned for and satisfactorily taught and are resulting in improved attainment for pupils of all levels of ability.

Particular strengths are in the teaching of children aged under five and those pupils with special educational needs. This is because teachers' lesson planning effectively addresses individual needs and therefore enables pupils to make good progress. Weaknesses in teaching include, in some classes, lack of day-to-day assessment to inform future teaching, a lack of pace and rigour which negatively affects progress, most notably that of higher achieving pupils. Also, some lessons do not effectively address the learning needs of higher achieving pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the quality is satisfactory and has improved since the last inspection, most notably in science, design and technology, and art.
Provision for pupils with special educational needs	Good provision enables pupils, including those who are physically disabled, to make good progress because of the high quality support provided to them and because the work is well matched to their needs.
Provision for pupils with English as an additional language	The provision for these pupils is good, extra help is available to support these pupils when necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal, social and health education is good and opportunities are well used to reinforce the learning which takes place within them. Overall provision for spiritual, moral, social and cultural development is also good.
How well the school cares for its pupils	The general and pervading atmosphere and philosophy of care amongst all staff ensure that pupils are well cared for.

The school works well in partnership with parents and this was commented on at the pre-inspection meeting for parents. Particular strengths of the curriculum are music and the provision for children aged under five. Extra-curricular provision is good. All statutory requirements are met in respect of the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Headteacher gives a strong lead and sense of direction to the school. She is well supported by governors and senior staff . There is a shared sense of commitment to school improvement.
How well the appropriate authority fulfils its responsibilities	The governing body are very effective and have a good strategic view of the development of the school.
The school's evaluation of its performance	The school is well informed about its strengths and areas where it needs to improve. There is less focus on monitoring the effectiveness of teaching and evaluating its effect on pupils' achievement.
The strategic use of resources	Resources are used efficiently to raise achievement and to ensure best value for money.

Staff are suitably trained and qualified for teaching this age group and have between them sufficient knowledge and expertise to meet the National Curriculum requirements. There are sufficient resources in the school to meet the requirements of the National Curriculum. The subject managers conduct regular reviews and keep a close watch on the adequacy, access and range of resources. The accommodation provides a satisfactory environment for learning. Displays are used well to inspire learning and celebrate achievement.

There is some formal evaluation of the cost effectiveness of the spending decisions against standards of work produced by the pupils. However, governors are keen to develop this line of action in the near future, for example, when they evaluate the cost of learning support assistants in each classroom against the progress made by pupils.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Care shown to pupils by the school</li> <li>• Behaviour is very good</li> <li>• The school is helping their child become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• The inconsistent feedback from teachers to parents comments when hearing children read at home</li> <li>• Consistency in the setting of homework</li> <li>• Challenge for higher achieving pupils</li> </ul>

Inspectors' judgements support the parents' positive views of the school. The school is welcoming and pupils' attitudes to their work are good and the relationships within the school are very good. Seventeen parents attended the parents' meeting held before the inspection. 27 percent of the questionnaires were returned. Parents, both in the questionnaires received and at the parents' meeting, were very positive about most aspects of the school. There were some concerns about teachers not always following up parental comments in pupils' home reading diaries, mainly because it was felt that some teachers did not monitor them consistently. Home reading books were scrutinised during the inspection but there were very few examples where parents had raised issues and teachers had failed to respond promptly to them. The school states that these home reading diaries are monitored once a week and this has been made clear to parents. Some parents were not sure about the consistency of setting homework. There were found to be some inconsistencies of approach among teachers about how often and how much homework should and is set. The homework policy is due to be ratified by the governing body within the next few weeks. When this process is complete all parents will be supplied with a copy of the policy. A further concern was raised about how well higher achieving pupils needs were met. There were examples in some teachers' daily lesson planning that support the view that these pupils' needs are not always effectively met. The inspection supports parents' views with regard to higher achieving pupils and considers that the two other concerns will be satisfactorily addressed with the publication of the homework policy.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. The attainment of **children aged under five**, when they enter the reception classes is very varied with some distinct weaknesses in language acquisition, but overall is in line with that expected for children of this age. By the time children reach the age of five, the majority will achieve the nationally expected desirable learning outcomes in language and literacy; mathematics; knowledge and understanding of the world; physical development; creative development and personal and social development.
2. Overall, children make good progress in all four classes. Writing skills are introduced and children are able to draw simple shapes and form patterns. By the time they are five they recognise the letters of the alphabet from mobile displays and match these to simple jigsaws to establish the basic skills in reading. In reception good progress is made in speaking and listening skills. For example, children learn about taking turns by making simple statements about themselves and listening attentively to what others have to say.
3. Children make satisfactory progress in early mathematical development. They name shapes such as circle, square and triangle. Sound progress is made in number recognition to ten and some children form nearly all their numbers correctly. Children sort objects using simple criteria such as colour and size.
4. In all four classes children make good progress in their personal and social development. They develop confidence and play co-operatively. They listen to and show respect to adults as well as other children. They follow simple instructions, take turns and recognise the difference between right and wrong. There is satisfactory development of children's physical skills. Children's manual dexterity is well developed by the time they are five. Physical education including games and dance, is timetabled weekly and a range of planned activities enable children to make satisfactory progress.
5. Satisfactory and often good progress is made in children's knowledge and understanding of the world. Children benefit from a good range of experiences to support scientific learning and they record their findings using pictures and writing. They use a range of materials and tools and their progress in the development of computer skills is satisfactory. Children make good progress with their creative development. They enjoy experimenting with musical instruments and singing. They experiment with materials such as 'dough' to make various artefacts and express their ideas through painting. Through role-play in the home corner they spontaneously develop their own situations.
6. The results of the **national tests** for seven-year-olds in 1999 in reading, writing and mathematics were in line with the national average. In science, teacher assessment results were broadly in line with the national average. When compared with schools with pupils from similar backgrounds the results were well below the national average for reading and also for writing and mathematics. When the school's end of Key Stage 1 results are compared with 1996 they show

a small but steady rise in standards in reading and writing. There was a drop in mathematics standards in 1997 but since then, they have remained near the national average. There is no significant difference in the attainment of boys and girls. The school has analysed national test results and clearly the targets set were not high enough in reading and writing to secure further improvements. The main reason for this is that there is insufficient, rigorous monitoring of teachers' methods in order to identify what teachers need to do, particularly in Year 2, to ensure that the standards reached in reading and writing are comparable with similar schools. The contributing factors to standards in mathematics being below that of similar schools are that teachers' day-to-day assessment is not explicit in their lesson planning and that they rarely identify attainment levels across the attainment targets to ensure that planning reflects the needs of higher achieving pupils.

7. In Key Stage 1, standards in speaking and listening skills are satisfactory and some good progress is being made across the year groups. Pupils in Year 1 read simple books with understanding, can discuss the plot and characters in the stories they read and make satisfactory progress. In Year 2, although current reading standards are satisfactory, the rate of progress fluctuates from good to unsatisfactory, although overall progress is satisfactory. Pupils' writing in Year 1 is satisfactory and they are able to write sentences and use simple punctuation and make satisfactory progress. In Year 2, pupils are able to present some lively writing based on a story read to them. However, their rate of progress, although satisfactory, is uneven and is very dependent on the challenges offered to them. The development of pupils' literacy skills, both in lessons and across the curriculum, is satisfactory. On occasions opportunities are lost to develop them in all areas of the curriculum, particularly when discussions are too teacher directed.
8. In mathematics, attainment for all pupils at the end of the key stage is in line with the national average. They are able to satisfactorily add and subtract simple numbers and can accurately describe two-dimensional shapes. They develop an understanding of standard units of length, are developing their confidence in the recall of simple multiplication facts and make satisfactory progress. Pupils' numeracy skills are developed satisfactorily and are effectively used across the curriculum.
9. Pupils attain good standards in science. By the age of seven, pupils know about the effect of light and dark on seeds and understand simple forces such as pushing and pulling. They can record their observations in pictures and writing and all pupils make overall good progress. They successfully build on earlier learning through progressive lessons and extend their investigative skills through opportunities to apply them in different contexts.
10. Pupils at the end of Key Stage 1 attain satisfactory standards and make sound progress in information and communication technology. They use the mouse with confidence to respond to word and number games and are aware of the different purposes of information and communication technology through their own word processing and construction of graphs. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans.
11. By the age of seven, pupils attain satisfactory standards in art, design and technology, geography, history and physical education. Progress in all these

subjects is satisfactory. Standards and progress in music are very good, particularly in performing, and are a significant strength of the school.

12. Pupils with special educational needs make overall good progress in relation to their targets, with pupils moving both up and down on the school's register of special educational needs. All these pupils have individual education plans with specific targets relating to areas of identified need. Pupils' progress is monitored and assessed against these targets on the individual education plans.
13. The headteacher and senior staff have analysed in great detail the national test results for last year. Existing targets have been reviewed and new, very specific and challenging targets have been set for improvement in English and mathematics for the next three years. They are confident that with the existing implementation of the literacy hour and numeracy strategy they will achieve these targets.

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

14. The attitude of the pupils towards the school is consistently good. They say they enjoy coming to school, and are happy and contented. This creates an atmosphere which is conducive to learning, and is supported by a very good relationship between the school and parents.
15. There are high expectations of good behaviour, spelt out in the behaviour policy, which is understood and appreciated by pupils and parents. Pupils are able to give very good reasons why they think good behaviour is important. All this results in a consistently very good standard of behaviour throughout the school, both in classrooms and during play. This is promoted and supported by a very good behaviour management strategy, which places the responsibility for the consequences of bad behaviour firmly on the shoulders of the pupils. Good behaviour is publicly rewarded. Pupils are well aware of the impact their behaviour has on others, and listening skills are effectively developed. Typical comments were, "Behaviour is important so we listen and learn", and "We need to behave well to be safe". They respect each other's views and collaborate well, both at work and play. They are courteous and polite to each other, to staff and to visitors.
16. Relationships between pupils, and between pupils and adults are consistently very good. All pupils get on well in the playground and in the classroom, for example when working in reading groups in the literacy hour. They take turns and listen with interest to each other's comments and suggestions. They are kind and caring towards each other and sympathetic to pupils with special educational needs and those with physical disabilities. They show respect for other pupils' work and readily appreciate the interests of others. Teaching and non-teaching staff provide very good role models.
17. Responsibilities, when offered, are accepted and enjoyed – but levels do not always vary in order to enable more appropriately advanced tasks to be given as pupils progress through the school. Bullying and other oppressive behaviour are rare, and parents have total confidence in the reaction of staff if and when they do occur. There have been no exclusions in the past year. Pupils also indicated that they had confidence in taking their problems to both teaching and non-teaching staff.

18. Attendance is good and above the national average. Registers are completed on time in a quiet manner. They comply with statutory requirements and unexplained absences are quickly and methodically followed up. The incidence of unauthorised absence is low.

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

19. Overall, the quality of teaching across the school is satisfactory. It is good, with some very good features for children aged under five. In Key Stage 1, teaching is satisfactory with some good and very good features. In music one excellent lesson was observed. There was no unsatisfactory teaching.
20. The good quality of teaching for children aged under five has been maintained since the previous inspection. Teachers have a clear understanding of how children learn. They plan work very carefully to meet the needs of each child and this aspect of teaching is very good. Emphasis is placed on the development of literacy skills and these are taught effectively with a specific emphasis on phonic skills. The numeracy sessions are well taught and teachers question carefully to check children's understanding of the work covered. Teachers develop well children's understanding of acceptable and unacceptable behaviour and children are encouraged to share their work and successes. Assessment procedures are very good and good provision is made for children who have difficulties with their learning and social development. Good use is made of support staff and they have regular involvement in assessing and recording children's progress.
21. The standard of teaching in Key Stage 1 has improved since the last inspection when ten percent was unsatisfactory. Teachers have a sound knowledge and understanding of the curriculum and this leads to pupils now making satisfactory progress in design and technology, and art. There are also increased opportunities to use information technology and to explore the practical and investigative aspects of science. This has enabled pupils to broaden their learning experiences and improve progress in these aspects.
22. The skills of literacy are effectively planned and taught during timetabled sessions, with further sessions for focused teaching of phonics, where pupils are grouped according to their prior attainment. This is a positive, comparatively recent development aimed at improving attainment for all pupils. This system had not been in place long enough to impact on the 1999 Year 2 end of Key Stage 1 results. However, there is evidence from monitoring completed by the headteacher to suggest that pupil attainment in this area is improving and will be reflected in the national test results for the year 2000. While there are opportunities for teachers to develop literacy skills in other areas of the curriculum these are frequently lost.
23. Overall, numeracy skills are satisfactorily taught. The quality of teachers' plans are sound in using objectives set out in the numeracy framework and provide for adequate gains in pupils' learning. Objectives are shared with pupils and introduction of lessons successfully involves all pupils in sound mental calculations. Correct vocabulary such as groups; sets; division; and equal; to are used well and pupils learn to use them correctly in most lessons. Teachers explain and demonstrate the mathematics they teach and good teaching uses pupils' ideas and encourages them to explain their practical work, as seen in their understanding of solid shapes and division. Activities in these areas do not

challenge high attaining pupils who often sit through some very easy work and do not make the progress of which they are capable. Lesson conclusions are generally satisfactory in recalling vocabulary and patterns learned. Teachers often recognise pupils' mistakes but do not always use these as teaching points.

24. Teachers expect all pupils to work hard and produce work of good quality. This is evident from the work in pupils' books, which is often well presented, with handwriting in a neat, cursive script. Emphasis is placed, in the teaching of all subjects, on the need for correct spelling and punctuation. This is having a positive impact on progress made in literacy skills. In the best lessons, for example in science, there is a good balance of direct teaching, discussion, practical and written work. Teachers also effectively extend pupils' vocabulary, using words such as 'prediction'. They manage pupils in their classes effectively and maintain good discipline. In each year group teachers plan work together. This is effective in ensuring that the same learning opportunities are offered to each class. All planning has clear learning objectives with indications of how work is to be assessed. The activities planned for in these meetings are well matched to different ability groups. However, although the pupils' needs are effectively addressed in this planning, this information is not always transferred to individual teachers' daily lesson plans. Where teaching, although satisfactory, was relatively less effective, tasks were often not suitably planned to address the needs of higher attaining pupils. For example, some tasks set involved pupils in recording in different ways or doing more of the same work rather than extending pupils' skills and knowledge. Also, because of inconsistencies in teachers' day to day assessments of what pupils know, understand and can do, they are not always clear what pupils need to achieve next. However, on some teachers' daily planning the box to record assessment opportunities and pupils' achievement was either left empty or was an evaluation of pupils' response to the lesson. These are unsatisfactory aspects of teaching and do not meet the criteria set out in the school's policy on teaching.
25. In some lessons, most notably English, mathematics and religious education, teachers miss opportunities for pupils to discuss, collaborate and think for themselves. In a significant minority of lessons there is a lack of pace and rigour which negatively affects progress, most notably that of higher achieving pupils and therefore does not ensure that the needs of these pupils are adequately met.
26. In the best lessons pupils are told of the aim of the lesson in very practical terms. This enables them to have a clear understanding of what is to be covered during the session. Also, good use is made of whole class sessions, at the end of lessons, to discuss and review the work completed and further develop pupils' understanding. The work of support staff is well organised and planned and this makes a good contribution to pupils' learning. The quality of marking is satisfactory and at times good. It is most effective where it details what pupils have done well and what they need to work on to improve.
27. Pupils with special educational needs are consistently taught well. The special needs teacher, class teachers and additional support staff plan, teach and review very suitable work, related to individual education plan targets. This ensures that pupils make good progress. They use good resources ensuring they meet individual targets where necessary. They take care to ask appropriate questions and check understanding. They explain, structure and support activities well. Learning support and special needs assistants give intensive help in the classroom and liaise well with teachers to maximise their effectiveness. Homework has the



right level of challenge and makes a significant impact on the progress of pupils with special educational needs. All staff know their attainment and needs well, and have high but realistic expectations of behaviour and progress. Success is praised at every stage and this has a good effect on pupils' self-confidence. The needs of pupils with English as an additional language are also effectively met and they make good progress.

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

28. Overall, the quality of the curriculum is satisfactory and has improved since the last inspection, most notably in science, design and technology, and art. Particular strengths of the curriculum are music and the provision for children aged under five. The school provides a broad, balanced and relevant curriculum. There is due emphasis on English and mathematics with satisfactory implementation of the national literacy and numeracy strategies.
29. Statutory requirements for the curriculum, including religious education, a policy on sex education and a policy on drugs education, are met. There is a broad range of opportunities for learning offered to all pupils including those with special educational needs. Physically disabled pupils are shown courtesy and given care and support by the whole school community; this is a further strength of the school. Four pupils are withdrawn from collective worship and five from religious education. Although there are formal arrangements for these pupils this is not effectively monitored. There is good provision, in the form of extra language support, for pupils with English as an additional language which enables them to make good progress.
30. The curriculum for children aged under five, is well based in the desirable learning outcomes and effectively linked to the National Curriculum and the national literacy and numeracy strategies, so that children make good progress overall. At Key Stage 1, there is an overall curriculum map, showing how the National Curriculum and the school's curriculum will be delivered over time. Schemes of work are now in place. They vary in their level of detail but are at least satisfactory and in many cases good. Long and medium term planning is undertaken through staff and year meetings and in this way, the teachers are able to ensure progression in pupils' learning from year to year and term to term.
31. The curriculum meets the requirements of pupils with special educational needs well, because of the good quality provision for their needs. There are effective early screening procedures to identify pupils who need additional support, and needs are diagnosed accurately. Pupils are successfully supported in their classes, and withdrawn for intensive help. This has been carefully thought through to ensure that pupils receive the support they need in the most conducive environment. Individual education plans with detailed targets and appropriate strategies are drawn up and followed by all staff. There is very good provision for integrating the various physiotherapy programmes for physically disabled pupils into their daily timetable.
32. Provision for personal, social and health education is good. The programme followed throughout the school is continually under active review, and opportunities are well used outside the designated personal, social and health education lessons to reinforce the learning which takes place within them. The

school makes good provision overall for the spiritual, moral, social and cultural development of its pupils, including those with special educational needs and English as a second language. The provision for the spiritual and cultural elements is satisfactory, for the moral element it is very good and for social development it is good. This is an improvement on the findings of the previous inspection, when the provision for spiritual, moral, social and cultural development was judged to be effective. Relationships between pupils and all adults are very good. Pupils with special educational needs take full part in all lessons, activities, responsibilities and experiences available

33. The provision for the spiritual development of pupils is satisfactory. Spiritual awareness is developed through the whole school assemblies which are held twice weekly and year group assemblies held once weekly. For example, pupils in Year 1 were filled with wonder at the slides of snowflakes. They were silent and thoughtful at the idea of moving through winter into spring, to joy and re-awakening and this helped their reflection during the prayer. The smaller class assemblies held twice weekly are less inspiring. In lessons, spiritual awareness is developed through music lessons when pupils share the joy of corporate music making. There is clear guidance from the new co-ordinator with suitable themes and resources that are to be used and includes a brief period of reflection with a lighted candle. However, this is mechanistic in some cases although excellent in others.
34. The school's provision for moral development is very good. There are clear expectations of high standards of behaviour, and acceptable conduct is effectively promoted through the school's well-implemented policies. There is a whole school code of conduct prominently displayed in the entrance area and each class further refines this to agree their own code. All adults use positive reinforcement of good behaviour and it is part of the ethos of the school to foster a caring community, which looks after the needs of others.
35. Provision for social development is good and contributes well to the school's satisfactory community links. All teachers provide frequent opportunities for the pupils to develop their social skills in class discussions and co-operation is promoted effectively in many lessons. Pupils are given good opportunities to take responsibility for tasks, appropriate to their age and development, both within the classroom and the wider school community. Opportunities to help others are taken by supporting charities, for example raising money for the blind and monthly Action Aid donations. Social development is promoted by pupils' participation in a number of extra curricular and sporting activities such as gardening club, ball skills club, computer club, chess club and recorder group. The choir is a well supported school activity. The choir visits two local nursing homes to give concerts. Pupils take part, through the choir, in local festivals providing satisfactory links with the community. The pupils' learning is also enhanced through a good range of educational visits and visitors and this has a positive effect on their attainment and progress.
36. The satisfactory cultural provision includes an emphasis on pupils learning about their own cultural heritage, traditions of their own community and in many respects to aspects further afield. Special events such as book weeks, visiting theatre groups and drama productions also enhance the curriculum. Through the art curriculum, pupils have the opportunity to develop an understanding of the work of artists such as Claude Monet. In religious education, pupils are introduced to

Christianity and Hinduism and learn about the festivals and traditions associated with these world faiths.

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

37. Health and safety issues have a high priority with both governors and staff. The comprehensive policy is backed up by very good regular and detailed risk assessments. Corridors and exits are tidy and uncluttered, and no potential safety hazards were observed inside or outside the buildings.
38. Staff know the pupils well, and work together effectively to monitor all aspects of their well-being. There is very good liaison with appropriate outside agencies. Clear procedures are laid down relating to Child Protection issues and staff are trained to respond sensitively. The support and provision for pupils with special educational needs is a further strength of the school. The whole school, staff and pupils alike, have welcomed the inclusion of physically disabled pupils into the school and there is very good support for these pupils. The school is sympathetic to the need of these pupils for time off school for medical reasons. When they return to school, they are given very good support and help to catch up with what they have missed. Some staff receive training in basic first aid and there is always at least one person available with advanced qualifications. Good arrangements are made to cover activities outside the school. Procedures for monitoring and promoting good behaviour are very good. The behaviour policy is understood and appreciated by pupils, parents and staff. Pupils of all ages show a good understanding of why very good behaviour is so important. The policy is backed up by a behaviour management strategy which carefully and sensitively places the responsibility for the results of bad behaviour on the relevant pupils. The incidents of bullying or any form of repressive behaviour are, consequently, very low. This fact is appreciated and acknowledged by parents. The promotion and monitoring of very good behaviour is one of the strengths of this school and is consistently applied by all adults, including midday supervisors, who make a good contribution to the well-being of pupils during the midday break.
39. The procedures for monitoring and promoting good attendance are also very good. Close liaison between class teachers and a caring and efficient administrative staff mean that any potential problems in this area are quickly noticed and effectively followed up. Again there is good and regular contact with the appropriate agencies.
40. The general and pervading atmosphere and philosophy of care amongst all staff result in good monitoring and support of pupils' personal development, although this is not consistently recorded in a uniform systematic way throughout the school. Staff know their pupils very well indeed, and parents are treated as close partners.
41. Procedures for assessing pupils' attainment and progress are satisfactory overall, although they are better for children aged under five and in mathematics and science. Consequently, the information gathered is of inconsistent value for its use in day to day curriculum planning and the ensuing support for continuous academic progress of pupils. National test results are analysed and the results used to address areas of weakness by modifying teaching practice in subsequent years in order to raise pupils' attainment.
42. Good use is made of individual education plans for pupils with special educational

needs so that pupils receive very good support and make good progress. Additional support and specialist advice help teachers to prepare work for these pupils within the same curriculum planned for the class. Within the literacy hour pupils are given additional support, either with a learning support assistant or the special educational needs co-ordinator, using resources which fully engage the pupils' interest and enable them to make good progress. Parents and teachers are fully involved in the reviews of individual education plans and in the formal reviews of statements of special educational need.

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

43. Parents are generally very appreciative of the care and teaching which the school provides for their children. In turn, the school recognises gratefully the many ways in which parents help to enhance that provision. Parental help in classrooms is welcome and encouraged. Volunteers are well briefed, and each summer term the school holds a coffee morning whereby the pupils and staff can say "Thank you." The Friends of the School Association provides not only valuable social activities but also raises a lot of money, which is used to improve both facilities and programme. These have ranged, in the past two years, from an Arts Week and a Playground Pergola on the one hand to numeracy resources and wet play equipment on the other.
44. The information provided for parents is good and attractively presented. Annual written reports give a clear idea of what pupils have achieved, their personal development and areas, both academic and others, within which improvement is required. The consequent comments of parents are noted and concerns followed up well. Both the Prospectus and the Governors' Annual Report are very informative, appealing in format and fulfil statutory requirements. Parents are provided with information about the curriculum, termly topics being set out clearly in a newsletter. Newsletters also keep parents well informed of developments and events throughout the school.
45. Good quality home-school agreements have been recently introduced. The format and wording of these were developed through negotiation between governors, staff and parents. A significant number of parents have signed them. They also contain space for pupils to sign. A number of parents play a full part in helping pupils with work taken home, but lack of consistency amongst staff in the giving of such work does not assist improvement in that number. Overall, the contribution of parents to pupils' learning is satisfactory. Parents with children with special educational needs are very effectively included in the regular review process.
46. Good links with local nurseries and playgroups, and with the junior school enable very supportive entry into full-time education and equally good transition from this school to the next stage. The programme for the induction of new pupils is well thought out and good. Input from local industry and commerce is limited, and does little to enhance the provision made by the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher gives a strong lead and sense of direction to the school. She is well supported by governors and senior staff in effectively developing and managing the school. There is a shared sense of commitment to school improvement. As a result, there are considerable improvements made in addressing the issues identified within the previous inspection report. Responsibilities are appropriately delegated to the senior staff, subject managers and to year group leaders. There is good teamwork, and there are good systems of accountability in place. Appraisal is effective in reflecting on areas which need targeting. The headteacher sets personal targets through annual meetings with all the teaching staff. Useful feed back is provided on the success or otherwise of the new initiatives taken by staff with management responsibilities. The inclusion of physically disabled pupils into the school has been expertly and very effectively managed.
48. The senior managers actively monitor and evaluate the school's performance and are taking appropriate action to address the issue of lower achievement in reading, writing and mathematics as compared to similar schools. There is less focus, however, on monitoring the quality of teaching on a day-to-day basis and evaluating its effect on pupils' achievement. There is good monitoring of long and medium term teaching plans. However, the monitoring of the daily and weekly planning is less rigorous; for example, there is a lack of focus on the National Curriculum programmes of study. As a result, the learning objectives are not always clearly defined or shared with pupils. Consequently, progress within lessons is not regularly assessed and matched with the national curriculum levels. The school development plan is an effective tool for guiding practice and bringing about school improvement. Appropriate priorities have been identified. The plan reflects the subject managers' action plans and the school budget. The school is successful in improving the management of pupil behaviour through taking a number of initiatives. The school is developing effective systems of tracking pupil achievement through analysing the baseline assessment and making use of this information to set whole school targets; this includes the use of new technology. Procedures for assessment are being effectively developed in all subject areas. However, the use of ongoing assessment to inform subsequent teaching is under developed. This has a negative impact on the quality of teaching and meeting the needs of higher attaining pupils in reaching their full potential.
49. The governors are actively involved in the school and have a very good strategic view of the necessary developments. They have an effective committee structure, which helps them to monitor and support the school closely. They are very well informed about the school's strengths and areas where it needs to improve, for example through regular reports from the headteacher, committee meetings, which include presentations by subject managers, and through visits to classes which are adopted. The governors are keen to raise standards and ask appropriate questions. They fully meet their statutory responsibilities. They take full advantage of the governor training sessions. Many governors have professional expertise in areas, which considerably benefits the school. Governors are actively involved in the monitoring of the literacy hour and have evaluated its effectiveness. They next intend to monitor the school's implementation of the national numeracy strategy. There is a comprehensive set of agreed curriculum aims for the school. The governors have set additional aims, which show their commitment to consulting parents and informing them of the educational changes that are taking

place in the school. They are also interested in supporting parents with strategies to help their children at home.

50. The resources are used efficiently to raise achievement and to ensure best value for money; for example, the special educational needs budget and all other available grants are managed very well and linked to the priorities identified within the school development plan. There are sufficient learning resources in the school to meet the requirements of the National Curriculum. The subject managers conduct regular reviews and keep a close watch on the adequacy, access and the use of resources. They are responsible for maintaining a good balance between classes and subject areas, and for ordering new equipment as necessary. The library is well managed; good use is made of the librarian's time and expertise to develop the necessary library skills and to support pupils with their research. The computer is also used effectively to scan books that are borrowed and returned; this saves time. The school is able to run very efficiently on a day-to-day basis, due to the well developed skills of the administration staff and the effective systems in place. Overall, the school's resources, both human and material, are used effectively and contribute well to pupils' attainment.
51. There is some formal evaluation of the cost effectiveness of the spending decisions against standards of work produced by the pupils. The governors are keen to develop this line of action next term, for example, when they evaluate the cost of learning support assistants in each classroom against the progress made by pupils. There is a large sum of money that has been carried forward in the school's budget from previous years. The school had planned to use this sum to develop the existing buildings. The school has now been awarded a grant for this development. The money will now be used to furnish and equip the new classrooms, provide an outdoor play area for children aged under five and increase the provision of information and communication technology.
52. There are sufficient teachers and non-teaching staff for the number of pupils on roll. All staff have clear job descriptions, which are reviewed through an individual discussion with the headteacher. Staff are suitably trained and qualified for teaching this age group and have between them sufficient knowledge and expertise to meet the National Curriculum requirements. There are many opportunities for teachers and support staff to attend courses, based on the identified needs of the school and on individual needs and interests. There is noticeable improvement in the teaching of art and physical education because of in-service training and collegial support. There is an appropriate staff development plan for the whole school literacy and numeracy training, and in the near future, for information and communication technology. There are good systems of induction for newly qualified teachers and for preparing them for their future management responsibilities; for example, this has been very successful in developing the management roles of the new subject managers for art, design and technology and for physical education. Staffing to meet the requirements of pupils with special educational needs, including those with physical disabilities, is good. The co-ordinator does not have class teaching responsibilities, and the school employs a good number of well-trained support assistants. They provide good teaching and support, which contribute significantly to the good progress made by these pupils.
53. The school's accommodation provides a satisfactory environment for learning although some of the temporary buildings are over forty years old and apart from the main school building. The staff and governors have continued, as mentioned in

the previous inspection, to provide a stimulating environment for learning and to make good use of the restrictions of this situation. Displays are used well to inspire learning and celebrate achievement. All classrooms have a satisfactory amount of space for teaching although there is a lack, at present, of supplementary areas for practical activities and group work. The library is spacious and well furnished with tables for quiet study and group work, and is used well by classes that visit weekly. The specialist areas, such as the music room are used well. The special needs room is a warm and attractive place for pupils to learn in. Here, displays are used particularly well to promote learning, reinforcing specific spellings and letter sounds, and celebrating achievements in writing. The school has been awarded a £1.1 million grant to extend the main school building and this work will start next term.

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

54. In order to build on the existing standards in the school, the governors, headteacher and staff should:
- (1) Improve the quality of teaching by:
    - (i) improving the quality of day-to-day assessment to inform future lesson planning; (paragraphs 24, 71 and 80)
    - (ii) making effective use of time to ensure increased pace and rigour in lessons; (paragraphs 25 and 79)
    - (iii) targeting the needs of higher attaining pupils to ensure they attain their full potential. (paragraphs 24, 64 and 78)
  - (2) Provide regular opportunities to extend mathematical knowledge through practical investigations and solving problems. (paragraph. 80)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 22, 48, 51, 59 and 74.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	19	39	40	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	354
Number of full-time pupils eligible for free school meals	20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	19

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.01	School data	0.13
National comparative data	5.4	National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	60	58	118

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	45	52	52
	Girls	54	55	54
	Total	99	107	106
Percentage of pupils at NC level 2 or above	School	84 (80)	91 (88)	90 (87)
	National	82 (80)	83 (81)	87 (84)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	49	53	57
	Girls	55	56	57
	Total	104	109	114
Percentage of pupils at NC level 2 or above	School	88 (90)	92 (92)	97 (96)
	National	82 (81)	86 (85)	87 (86)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	2
Bangladeshi	3
Chinese	0
White	341
Any other minority ethnic group	5

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

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

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

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

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

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	24.9
Average class size	29.5

#### **Education support staff: YR – Y1**

Total number of education support staff	18
Total aggregate hours worked per week	354

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/1999
	£
Total income	577566.00
Total expenditure	553249.00
Expenditure per pupil	1586.00
Balance brought forward from previous year	40951.00
Balance carried forward to next year	65268.00

## **Results of the survey of parents and carer**

### **Questionnaire return rate**

Number of questionnaires sent out	368
Number of questionnaires returned	99

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	64	32	4	0	0
My child is making good progress in school.	58	39	3	0	0
Behaviour in the school is good.	47	49	1	0	2
My child gets the right amount of work to do at home.	31	55	10	1	3
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	36	45	15	0	3
I would feel comfortable about approaching the school with questions or a problem.	64	26	8	2	0
The school expects my child to work hard and achieve his or her best.	59	40	1	0	0
The school works closely with parents.	42	42	8	3	4
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	54	46	0	0	0
The school provides an interesting range of activities outside lessons.	31	43	8	2	16

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

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

55. The school admits children into the reception classes in the September following their fourth birthday. At the time of inspection, there were 74 children aged under five. Provision by the school for the children under five is good. An effective programme of meetings and visits prior to starting school ensures they have a confident, happy start to their school life. The school provides them with a secure and caring environment, with daily routines firmly established. The programme of activities is well planned on the recommended areas of learning for this age and fully supports the children's intellectual, physical and social development. More formal work, linked to the various subjects of the National Curriculum, is phased in, as the children are ready. Attainment on entry to the school is in line with that expected nationally for children of this age, although many children have under-developed language skills. From this starting point, many, including those with special educational needs make good progress. By the time they are five, most children are likely to meet the national 'desirable learning outcomes' in language and literacy, mathematics, knowledge and understanding of the world, physical development, creative development and personal and social development. Children with special educational needs, particularly those with physical disabilities, do well due to the quality of planning and support. Children with English as an additional language also make good progress. The good provision for children aged under five has been maintained since the previous inspection.
56. The teaching of **language and literacy** is well planned and implemented consistently. Many children make good progress in all areas of language, particularly speaking and listening skills, and standards are satisfactory. Activities provide opportunities for children to listen to stories as a class or in groups. Work is clearly planned for three levels of ability. The majority can form their letters correctly and write their names. Lower attaining children use flash cards to link pictures to characters such as mum, Kipper, Biff and Chip. The literacy hour is used well to teach phonics. Children recognise letters of the alphabet and are beginning to use sounds such as "sh". They can recognise words with these letters and many pronounce them correctly. Children are encouraged to take books home and teachers work closely with parents to promote reading skills. The 'plan, do and review' lessons promote good writing and reading skills as the planning section of the lesson allows children to choose their activity and link it on paper to the correct picture and word. Discussion at the end of the lesson enables children to describe what they have done, learned and enjoyed.
57. Children make satisfactory progress in **mathematics** and can count well up to 10 and know zero comes before one, although lower attaining children find it hard to add zero to one. Higher attaining children count easily up to 20 and order cards with dots correctly. They can match and sort objects by shape and colour and understand the concept of simple pattern. Their concentration and interest in mathematical work is commendable given their age and the fact that at least one in three has just started full time attendance. They use their understanding of numbers well in other areas such as music, games and science.
58. Children make satisfactory and often good progress in their **knowledge and understanding of the world** for instance they can talk about animals both

domestic and in the wild. Through their many activities in 'plan, do and review' sessions and in role-play, they understand their environment and simple family relationships. They describe the colour, texture, and types of holes in a range of materials and use the concept keyboard to record their findings and print out tables. Children share information about their birthdays and the birth of babies in their families. They have participated in celebrating the birth of Jesus at Christmas.

59. Children are attaining satisfactory standards in all areas of **physical development**. Most children show good control when using scissors, glue and pencils. All use construction kits confidently to build a range of recognisable objects such as cars, trucks and homes. They show increasing bodily control when running, jumping and using large balls. They work well in groups both during indoor games and in all classroom activities. However, due to the current limitations of the site, there is a lack of provision for outdoor play activities, which limits some aspects of their physical and social skills. The school has plans to address this after the site redevelopment next term.
60. In their **creative development** children make good progress. They are building up a repertoire of songs and very much enjoy experimenting with musical instruments. They understand loud and soft sounds and the vocabulary used to describe them. Children move appropriately to reflect the beat and volume of music, for example from the Glen Miller Band in their music lessons and achieve well above that expected for this age. They choose to use a range of materials such as water, sand and plasticine to develop their imagination and ability to express ideas. Drawing, painting, printing and collage help them experience a wide range of creative techniques. There were some good examples of design and technology where the children were selecting fabrics to design an appropriate coat for Doctor Foster when he stepped into his puddle. The children are also able to join materials using different techniques. Good use is made of information technology across the curriculum.
61. The **personal and social development** of children aged under five is given a high priority and is good overall. The children are happy and content to be in school. They develop in confidence, playing with friends in the playground and conversing spontaneously with familiar adults. They enjoy short periods of being left to play by themselves. They listen and show respect to adults as well as other pupils, and learn to play co-operatively. They take turns, and are able to queue quietly and sensibly at lunchtime. They can follow simple instructions, and work independently after initial teacher guidance. Children recognise the difference between right and wrong, and respond appropriately to adults' comments on their behaviour. All staff act as very good role models for the children, helping them to form positive relationships and care about others. All children show independence in dressing and personal hygiene. The majority make very good progress in developing their self-confidence and independence and, overall, make good progress in their personal and social development.
62. The quality of teaching for the under fives is good overall. Teachers have a firm understanding of how children learn and they provide effective activities, which encourage learning. The activities are planned carefully and are well matched to children's prior attainment. Particular emphasis is placed upon the development of the early skills of literacy and numeracy. Teachers give clear explanations and use a good range of questioning skills to check children's understanding. Children

are encouraged to share their work and successes to enable others to learn from these. They are firmly but gently made aware of what is acceptable and unacceptable behaviour, and explanations are given as to why they should not do certain things. There are very good procedures in place to monitor the attainment and progress of all pupils. Assessment is well focused on specific learning objectives and informs future lesson planning. Good provision is made for children who have difficulties in their learning or social development. They are quickly identified and individual support is planned and provided.

63. Good use is made of support staff and teamwork in all classes is good. The support staff work well with the children, with good awareness of the purpose of activities and so enable the children to make good progress. Support staff have regular involvement with assessing and recording children's progress. The children are very well managed, and they enjoy very good relationships with the adults in the class. The classrooms are very attractive, with pleasing displays of children's work and readily accessible resources. Overall, the provision for and the management of children aged under five are good.

## **ENGLISH**

64. The standards in English are in line with the national average and have continued to improve year on year since the previous inspection. In the 1999 National Curriculum tests seven-year-olds attained results close to the national averages in reading and writing. However, compared with similar schools, the results are well below average for reading, and below average for writing. While the proportion of pupils attaining the higher level 3 is higher than that recorded on the previous inspection, there is still room for improvement in the numbers attaining at this level. The school has analysed the test results and clearly the targets set were not high enough to secure improvements in reading and writing standards. There is insufficient, rigorous monitoring of teachers' methods in order to identify what teachers need to do, particularly in Year 2, to ensure that the standards reached in reading and writing are compatible with the standards reached in similar schools.
65. Pupils in Year 1 make satisfactory progress in reading. They read simple books with understanding and can discuss the plot and characters in the stories that they read. The pupils have many ways of decoding new words using pictures in the text, phonics, and look and say to find the meanings of words. Most progress is made by those pupils who take advantage of the home reading scheme. This supports pupils' learning in school by regular reading at home with parents.
66. Overall, progress for pupils in Year 1 is satisfactory in writing. The writing scheme is well established and most pupils write legibly in letters of an even size using simple punctuation to give form and structure to their compositions. Satisfactory progress is made in Year 1 in speaking and listening skills. Pupils discuss the stories that they have read together and predict what will happen next. For example, one class were involved in the story of "The Enormous Water Melon" and cross-referenced to their science lessons as they spoke expressively about pulling and pushing this into place.

67. The rate of learning fluctuates in Year 2 reading. Progress depends on the challenge of the texts read. Inspectors heard pupils from all levels of attainment reading aloud, some of these from books that were not sufficiently challenging. However, when pupils were presented with more demanding texts they responded eagerly and tackled the reading enthusiastically.
68. In Year 2, progress overall in writing is just satisfactory. There is a dip in the rate of learning, which is reflected in the results of the National Curriculum tests for seven-year-olds, particularly when compared to similar schools. The rate of learning in writing skills is uneven. Progress depends upon the challenges offered to the pupils and the tasks set. For example, if presented with worksheets photocopied from a textbook, which have limited relevance for them, they become bored, restless, and fidgety. However, if a positive stimulus is offered, this leads to good learning and an understanding of narrative form. For example, some lively, imaginative writing was seen by pupils writing an extended story about 'Mrs Armitage on Skates' – "Off she went whizzing round the water fountain, zooming over flowers, whizzing in and out of the trees. Breakspere sat and watched".
69. By the end of Key Stage 1, standards in speaking and listening skills are in line with that expected of pupils of similar age and some good progress is being made across the year groups. For example, pupils listen attentively to their teachers and respond appropriately to instructions. Good progress is made through interactive skills as pupils share their ideas, feelings and experiences through whole class discussions. More formal presentations of speaking skills were not seen on this inspection.
70. A strength of the school is the good progress made by all pupils with special educational needs particularly the physically disabled. These pupils are well supported in literacy lessons by specialist staff.
71. Teaching in Key Stage 1 is satisfactory overall with a significant proportion of good teaching seen in Year 1. Teachers plan their work co-operatively based on the National Literacy Strategy to ensure that all pupils in the year group are offered the same opportunities, the same resources and similar experiences. However, there is little rigorous evaluation of the lessons taught and the effectiveness of these lessons on a day to day basis. Teachers do not consistently record the rate of progress made by each pupil or use their assessments when planning lessons to ensure that pupils have a true understanding of what has been taught. For example, teachers' comments on pupils' written work are encouraging but do not always indicate how the work can be improved. Opportunities for improving standards in reading are provided by the school. For example, the wide selection of own choice reading books. The teachers do not always exploit these opportunities. Whilst reading record books are checked weekly to see how often pupils read at home, teachers do not always respond to the comments parents have made. This issue was raised as a concern by a few parents at the pre-inspection meeting.
72. In the best lessons, teachers' instructions are clear and precise. Separate tasks are offered for different ability groups. The pace of teaching is brisk and the pupils understand what they have to do and enjoy doing it. Good teaching of phonics across all year groups has led to improvements in spelling and in creative writing.

73. A strength of the teaching across all year groups is the rapport established between teacher and pupils. This is reflected in the lively interaction between the pupils as they tackle together the tasks set. Teachers speak politely to the pupils setting good examples of considerate behaviour for them to follow. Pupils have a positive attitude to all activities offered in literacy lessons. Their enthusiastic approaches to learning are quenched only by the teachers' expectations of their performance or by the limitations of the tasks set.
74. The subject is led by a competent manager who is currently in the process of conducting a complete revision and update of the English policies. These will take account of the literacy strategy and its impact on all subjects in the school. At present, there are insufficient cross-curricular links between the teaching of literacy and other subject areas but this has already been identified in all subject managers' improvement plans. New targets have been set for raising standards in reading and writing.
75. Good use is made of the present accommodation, which is to be rebuilt this year. Pupils' work is celebrated by colourful and attractive wall displays. Computers are in every classroom and although these were not always used in the lessons observed, there was evidence of their use in work seen during the inspection. Good library facilities are provided and maintained by an enthusiastic library manager.

## **MATHEMATICS**

76. In national tests at the end of Key Stage 1, attainment was in line with the national average. Attainment was below average when compared to similar schools. One of the reasons for this is that teachers' day-to-day assessment is not explicit in their lesson planning. Teacher assessment was above the national average at level 2 but below at level 3. The trend in performance from 1996 to 1999 has remained static. There is no significant difference between the attainment of boys and girls. The previous inspection stated that standards were overall satisfactory and the judgement of this inspection supports these findings.
77. By the end of Key Stage 1, pupils use mental recall of addition and subtraction of numbers up to 20 and understand place value up to 100 when ordering numbers. They understand symmetry of two-dimensional shapes and higher attaining pupils can identify all lines of symmetry and construct models of symmetry using colour and shape well. The majority of pupils use multiplication tables for two and ten confidently. Many develop strategies and simple equations for multiplication and division sums using simple apparatus to help them. Past work shows that pupils can work out simple sequences involving addition, draw block graphs and use two pence coins to work out cost. Pupils have a sound understanding of shape and space and understand three-dimensional shapes that have curved and flat surfaces, such as cylinders and cubes. Pupils in Year 1 are less secure about the difference between squares and rectangles when identifying the shapes of surfaces. All pupils experience insufficient activities involving problem solving.
78. Teaching is satisfactory in all lessons, including numeracy, and there are good features in nearly half of them. Good features include planning for three distinct levels of ability with use of appropriate resources. This was seen in a lesson on symmetry when higher attaining pupils were given challenging work involving pegboards and elastic bands to make patterns. Planning is appropriate for the



implementation of the numeracy strategy, with time set aside daily for mental arithmetic in a whole class setting. There is at present insufficient challenge for higher attaining pupils. All teachers have a secure knowledge and understanding of the subject which is reflected in their planning of activities, use of resources and appropriate questioning, particularly for average and lower attaining pupils. Teachers' discipline is very good and there are very good relationships between pupils and teachers with clear and efficient organisation of activities and grouping which pupils understand. Support assistants are used well to reinforce activities for all pupils and provide assistance for pupils with special educational needs. The quality of day-to-day assessment is satisfactory and is used to inform teaching. This area is in its early stage of development. Planning for homework has been shared with parents and teachers and is ready for implementation.

79. Pupils regularly consolidate skills of addition and subtraction through mental arithmetic and increase their understanding of patterns, shapes and symmetry by handling appropriate materials such as blocks, Clix, paper models and plasticine. From learning about shapes such as circles, triangles and rectangles in Year 1, they apply this knowledge to make symmetrical patterns in Year 2. However, not all work occurs at a good pace and on occasions pupils complete the set work early and there are few planned extension tasks. When describing their work it is clear that they understand what they are doing and how they can improve by asking for help and repeating patterns and exercises. All pupils enjoy mathematics and concentration is good. Many help each other and care for the equipment and materials they use.
80. The curriculum is broad, but there are insufficient regular opportunities for pupils to use and apply their knowledge through practical investigations and problem solving, as indicated in the previous inspection. The co-ordinator for the subject was appointed just before implementation of the Numeracy Strategy and quite rightly has ensured this has been achieved well in terms of training, planning and resources. Monitoring of teaching and implementation of teachers' planning is carried out rigorously now, and the three-year plan indicates that areas of weakness have been identified and targeted for improvement. There is a clear commitment to raising standards in mathematics and much enthusiasm for teaching it. Assessment at the end of units is satisfactory but there is room for improvement in the use of daily assessment. National test results are analysed well to highlight areas of concern.
81. The management of the subject, until recently, has been variable since the last inspection and this has affected attainment and progress. There has been improvement in mental arithmetic and use of resources. There has been insufficient improvement in providing opportunities to extend mathematics knowledge through practical investigations and solving problems. In some lessons the pace is too slow for higher attaining pupils.

## **SCIENCE**

82. Teacher assessment in 1999 indicates that pupils' attainment at the end of Key Stage 1 is above the national average. The findings of the inspection broadly support these findings. Attainment is above national averages at level 2, which is the expected level for seven year olds, but is below at the higher level 3.
83. By the end of Key Stage 1 pupils have a good understanding of materials and describe properties and uses of glass and wood accurately in writing. Many have

a good understanding that forces can push and pull and effectively identify movement such as turn, twist and lift when handling materials. Pupils can predict correctly what a squeeze does to a piece of paper and that the effect of this force is reversible on a sponge. Other work shows pupils are effectively able to link habitats to animals and carry out simple investigations to study the effect of light and dark when growing cress seeds. They begin to understand that light causes shadows and how sound is produced. Pupils display correct information in appropriate tables and use equipment confidently. They do not always use information technology to record investigations. Pupils with special educational needs make good progress with individual support and effective planning

84. Teaching is good in most lessons, as lessons are planned well for differing abilities using a wide range of resources. When teaching forces, questions were used effectively to link to previous learning. Good use was made of a range of pictures to increase the understanding of types of forces. Pupils are always provided with opportunities to develop their understanding through appropriate investigations, where results are recorded in tables provided by teachers, with different demands for higher, average and lower attaining pupils. Assessment in lessons is good as it draws upon pupils' answers to questions and a scrutiny of written work. Teachers manage pupils well and encourage them through praise and opportunities to explain what they have achieved. Expectations are appropriate but higher attaining pupils are insufficiently challenged to find out more. During the inspection the teacher read the 'Big' book on forces instead of asking pupils to do so and new key words were not highlighted adequately to promote literacy in science. Assessment procedures are good and individual pupils are tracked regularly through attainment levels. Support staff are used effectively and there is good planning for progression throughout the key stage.
85. Pupils make good progress through Key Stage 1. They gain a good understanding of everyday examples of forces that push, pull and do both in Year 1 and use that in Year 2 to extend their understanding of the need of forces to start and stop movement. From carrying out experiments in a controlled setting, they improve on skills of observation and prediction when heating substances such as candles, chocolate and ice. Written records are increasingly presented in tables, although the accuracy and completion reflects the ability of pupils. Pupils enjoy science and use materials with care. They cooperate well with each other and clear away equipment well. Pupils know how well they are doing and are quick to ask for help and approval for their work. They are attentive, concentrate on the given task and answer questions willingly.
86. The subject is managed well with good schemes of work and clear guidance across the key stage. National Curriculum requirements are met and there is now a good emphasis on investigative work. Assessment of pupils' understanding in science is inconsistent and the co-ordinator has implemented procedures to improve this. Overall, existing assessment information is used well to inform teaching. Good resources are well deployed.
87. There are notable improvements in the subject since the previous inspection. Investigative skills are now central to teaching and learning and are assessed well. Pupils are not yet using information technology skills effectively to research and record scientific information.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

88. Attainment in information and communication technology is in line with national expectations by the end of Key Stage 1. The subject meets requirements in all aspects of information and communication technology. Standards of work in the subject are improving through supporting a number of subject areas and through teaching information and communication technology skills as a separate lesson. There are improvements in the organisation and management of the subject since the last inspection. Opportunities for using information and communication technology are identified in most subjects. Some support and training has been provided by the subject manager, to equip staff with basic skills, but due to other priorities, the planned programme of in-service training has not materialised. Information and communication technology is now an identified priority within the school development plan.
89. Pupils in Year 1 use the tape recorder for day-to-day use and learn to control the Roamer, with some help from adults. By the age of seven, pupils show competence in their mouse control and knowledge of the keyboard layout. They can load and use a program from hard disc and save it in their work folder and can retrieve it when necessary. They are able to use the word processor straight onto the screen, to write their stories and to communicate ideas in other ways. They can draw symmetrical pictures and patterns of different complexity.
90. Most of the teaching which was observed during inspection was at least satisfactory. The good teaching was focused on teaching specific skills, such as accessing a work folder, opening it to draw symmetrical pictures; saving work in the folder and retrieving it at a later date. There was good introduction to control technology and pupils were fully involved in devising instructions for the Roamer, to move forward and backwards and to make a right turn. The teaching of science is very well supported through information and communication technology, and there are clearly planned activities for each year group. This has good impact on science as a subject where standards are good.
91. Pupils enjoy the use of the computer and other equipment such as the concept keyboard and the Roamer, and show good levels of concentration in their work. They work well in pairs and learn from each other. There is equality of access in school and all pupils have equal access to information and communication technology equipment, including pupils with special educational needs.
92. The management of the subject is good and has good impact on its development. There is a clear plan for action, which is included in the school's improvement plan. The subject manager has good subject knowledge and skills to support her colleagues and to deliver in-service training, at least to equip them with basic skills. Most staff are able to use basic programs and are working towards a more self-sufficient approach to the subject. The subject manager has a clear view of the direction for moving the subject forward but is restricted by the lack of time. There is a revised policy document and schemes of work, which are designed to raise standards. There are clear plans of activities for each term for each year group and the available programs are listed, together with a progression map of skills. Information and communication technology is used to support all subjects with the exception of physical education and design and technology, although the work is not fully developed in literacy and numeracy. Assessment is given due emphasis and checklists have been prepared to track pupils' progress. Activities cover word processing, data handling, controlling, modelling and applications. Information and

communication technology is used well to support children's library skills, for scanning books that are borrowed, and returned.

93. Information and communication technology is planned appropriately, wherever possible, to support activities during the Literacy Hour and during numeracy sessions. Currently, there are plans to support Year 2 teachers to enable them to use information and communication technology fully during the Literacy Hour. There is a shortage of appropriate software to support the National Numeracy Strategy, although there are plans to address this during the summer term. The staff do not always include the use of information and communication technology in these lessons, to support the planned activities. As a result, opportunities are often missed to take full advantage of the use of the computer, which is usually turned on throughout the day.
94. Considerable investment in hardware and software has been made and all the computers have been upgraded. There is at least one multi-media computer and a colour printer in each class; most classes have two computers. The quality and range of the computers is adequate to deliver the requirements of the National Curriculum, including control technology. The resources are well organised and maintained. The oldest equipment is replaced in rotation, when necessary. Most teachers and non-teaching assistants are able to contribute effectively to the implementation of the curriculum. However, there is a general need for improving the provision of training to develop staff expertise and confidence, in order to make full use of the potential of the available equipment. Monitoring of teaching and use of equipment is not yet in place and is therefore currently unsatisfactory. However, there is a strategic plan to develop the use of information and communication technology in the school and to access government funding under the National Grid for Learning scheme. The school has plans to get Internet access and extend the day to day use of the computer.

## **RELIGIOUS EDUCATION**

95. By the end of Key Stage 1 standards are in line with those expected, in the locally agreed syllabus, for pupils of this age. Pupils explore and respond to human experience and study Christianity and Hinduism in detail. This fulfils the statutory requirement of the locally agreed syllabus.
96. In Year 1 pupils have appreciated the significance of harvest and know the importance of light during Diwali. Now they are just beginning to learn stories that Christians tell about Jesus. Pupils in Year 2 know that the Bible is a special book and have reflected on the role of angels during the birth of Jesus. This is reflected in some good collages designed and created by pupils using a range of materials. Lessons seen during the inspection indicate pupils are beginning to reflect upon Jesus as a person. Pupils describe Him as king, fighter, and a person performing great magic and who loves people. In most Year 2 lessons, pupils were encouraged to draw pictures reflecting their understanding of Jesus, as an image.
97. Teaching is satisfactory and was very good in a lesson where the teacher established a very quiet and reverential environment to reflect on Jesus as a person. Pupils spoke in whispers and thought deeply about their feelings. Their concentration and interest was excellent and the pace of learning was very good. Planning is satisfactory and closely follows the locally agreed syllabus. The published scheme of work forms the basis of planning in all years and provides

good guidance. This is relatively new and many teachers are just beginning to understand the new area of complementary studies.

98. Pupils make satisfactory progress in understanding values and feelings about religions and appreciate that differences in perception and practice are acceptable. They express this verbally and in pictures, but are not always adequately challenged to write and master the rich vocabulary relating to religions. Their work however shows interest and enjoyment.
99. The co-ordinator for the subject has been in post only since Sept 1999. Long term planning and use of the locally agreed syllabus is good. Assessment of pupils is not yet in place but the development plan shows that an "exemplification of standards" folder is to be provided to make assessment more formal. Monitoring of teaching is not taking place but is a published target on the school improvement plan for this term. There are regular meetings, both formal and informal, when these issues are discussed. There is a rich source of resources and artefacts, which is used effectively to enhance the quality of teaching. For example, the paintings of Jesus from Europe and China demonstrate the differing views of Him.

## **ART**

100. Observation of lessons and a scrutiny of pupils' work, through the school, show standards in line with that expected of similar age pupils. Overall, pupils make satisfactory progress. Pupils in Year 1 experiment with mixing primary colours - red, blue and yellow, to make secondary colours, using their paints and oil pastels to achieve the lighter and darker shades of blue and green. Their sketchbooks show that they are experimenting with the visual elements of line, shape, colour, tone and texture, to create their observational drawings, paintings and sketches. The firework pictures displayed by pupils in Year 1 are very effective and provide good stimulus for writing or illustrating simple poems. They also make good use of the computer to use their imagination, to create pictures and patterns and to record their observations of a park.
101. Pupils in Year 2 work with clay, rolling the slab and experimenting to create different patterns and textures through using a variety of tools, materials and techniques. Pupils show an awareness of the different styles of recognised artists, such as Claude Monet, and have enjoyed creating a garden with poppies in Monet's style, effectively using different techniques and media. They have also made use of a computer to draw their poppy designs. They are developing their confidence and independence in different painting techniques and observational drawings; for example, they draw different types of fruit from their close observations and include finer details using different kinds of pencil.
102. The overall standards of work in art have improved. The new subject manager is enthusiastic and provides an effective lead in managing her subject. She has managed to provide some in-service training to support her colleagues and to improve standards, which were considered unsatisfactory in the previous inspection. More opportunities are now provided to practise skills on a regular basis. There is more time given to experiment with a variety of techniques, to express and communicate pupils' ideas. All this is helping to address the issues of continuity and progression, identified in the previous inspection report. There is an increased range of books, pictures and artefacts in school, to aid learning about different crafts and artists. However, there are limited opportunities to learn about

art from a variety of cultures.

103. Pupils show good attitudes in art lessons. They work well in pairs, discussing their work and concentrating well. They tidy up responsibly and at the end of lessons show pride in their work. They listen carefully to instructions and are interested and involved in the activity. They select appropriate resources and help one another.
104. The quality of teaching is satisfactory overall. In the lessons observed the planning and preparation for activities was good. Lessons are sequenced and developed to provide opportunities to modify and improve work over time. Planning is well linked to National Curriculum programmes of study, and the teachers' subject knowledge is secure. A good range of materials is available to choose from for individual responses, within a clear framework. Detailed explanations are given and good demonstrations by teachers, provide opportunities later for pupils to develop their own ideas and techniques. Pupils are encouraged to develop skills, and their knowledge and understanding through using a range of appropriate materials, tools and techniques. However, in the lessons seen teachers' time was not always used effectively to assess pupils' progress within lessons; for example in establishing how good they are in evaluating their designs, in describing their finished products and improving them on the basis of reflection and discussion with others. There was, on occasions, a lack of focus on the learning outcomes. As a result, some time was wasted and pupils were not always clear on how to improve their work. Opportunities are lost to extend literacy and to use appropriate terminology to express ideas and opinions.
105. The subject manager has devised a useful policy document and schemes of work through working with a group of local teachers. Activities provide good opportunities to develop knowledge and understanding of the work of artists and to apply this knowledge to pupils' own work. Pupils are encouraged to talk about their work and to respond to that of other artists, including each other. Appreciation and enjoyment of art is improving as a result. However, there are limited opportunities to reflect on art from different cultures. The planned modules of work include work in painting, drawing, printing, collage, paper and paste and clay. The sketchbook is introduced early in the reception classes and follows pupils throughout the school. This is proving helpful in reflecting on progress made by pupils over the long term. There is a bank of good quality resources, which are well organised and easily accessible. There is a weekly run extra curricular 'Textile Club' for all pupils, which benefits the pupils and usefully extends the curriculum. Currently children attending the club are working on their 'Millennium Tapestry' using a variety of materials and techniques. Throughout the school, pupils' work is displayed skilfully and with care. Art contributes effectively to raising pupils' esteem and confidence and enhances the visual environment of the school.
106. The monitoring of teaching through supporting specific activities, such as painting and observational drawing in classroom, is developing. This is proving helpful in building teacher confidence, especially in asking appropriate questions during teaching to improve skills. An assessment checklist has been devised to monitor pupils' progress in art at the end of a module. Teachers are beginning to make use of this during lessons to improve the quality of work.

## **DESIGN AND TECHNOLOGY**

107. Judgements on pupils' attainment and progress are based on the observation of two lessons, a scrutiny of pupils' work, teachers' planning and records, and interviews with staff and pupils.
108. The standards of attainment by the end of Key Stage 1 are in line with that expected of similar age pupils. Since the last inspection, good efforts have been made to improve the range of work within the subject. There is a curriculum map, a useful policy document and schemes of work to support the teaching of design and technology. There are clear statements of progression to ensure that expectations are clear for each year group in all key areas of design and technology. More curriculum time is now devoted to the subject and there is an improved range of materials and tools in school. The new subject manager has attended relevant courses and given the necessary feed back to his colleagues. More opportunities are now provided for pupils to devise, draw, construct and evaluate their own work, although skills of evaluating work and improving designs through being reflective about their own ideas are not as well developed.
109. Pupils in Year 1 competently assemble a vehicle with static axles and moving wheels. They learn the correct way of using tools and are given suitable opportunities to explore different methods of joining materials. They learn to measure their cards accurately, design their picture-frames and suggest how to make their frames stronger. Pupils in Year 2 design a kite and reflect on which materials will make their designs more successful. They learn to mark, measure and cut accurately and safely. By the end of Year 2, they learn to use a range of materials, components, ingredients and techniques, through their planned activities. All pupils have experience of food technology.
110. Pupils' attitudes are good. They enjoy the practical work and behave in a mature and responsible fashion. The sense of achievement is very evident in the enthusiasm with which pupils discuss their work.
111. Teaching in design and technology is satisfactory and pupils are developing their skills, and knowledge and understanding progressively. Pupils enjoy designing and making their own models and concentrate when lessons are being introduced. Lessons are well planned and there is good introduction to the activities, although at times too much time is devoted to the introduction, leaving less time for pupils to carry out their own investigations in designing and making. There is too little emphasis on children generating their own designs and on applying their knowledge and understanding to develop and refine ideas, and to improve them.
112. The subject manager takes an effective lead in targeting issues that were identified in the previous inspection report. Currently, there is no monitoring of teaching to evaluate the impact on pupils' learning and to improve their performance. Assessment is underdeveloped and not used effectively to inform curriculum planning. Pupils' independent learning skills are developing in Years 1 and 2.

## **GEOGRAPHY**

113. At the end of Key Stage 1, pupils attain standards in line with that expected of similar age pupils. Throughout the school pupils are developing an appropriate range of geographical skills and vocabulary. Pupils in Year 2 use simple maps

and plans and draw a route to the town and back. They explore their locality (Cosham) and are aware of its special features. They also show an awareness of places beyond this locality. They are able to express their views on attractive and unattractive features of the environment. Pupils study all key aspects of National Curriculum programmes of study. Pupils in Year 1 study the effect of weather on school life and observe and record weather conditions, using a simple graph. They undertake a visit to study the local area of Drayton and can record differences and similarities. They are encouraged to interpret and make plans; subsequently they draw a plan of their classroom, representing objects on a different scale. Pupils in the reception class talk about families and homes. They use pictures and photographs to learn the correct use of descriptive vocabulary. They make a trip to their local park and identify and record features they like or dislike. They are encouraged to look at the environment in and around the school and describe some of the features they have observed. Pupils' responses to teaching and learning are good. In most lessons they listen attentively and respond readily to discussion, pursuing tasks with good concentration.

114. From the lessons seen, it is evident that overall teaching in geography is satisfactory and that pupils are developing skills and knowledge progressively. The requirements of the National Curriculum are fully met. Lessons are well planned and there is good introduction to geography topics. The majority of tasks are appropriately challenging and match pupils' needs. There is good use of resources such as maps, aerial photographs and atlases, to discuss features of their own locality (Cosham) and to locate and compare it with a contrasting locality, such as Godstone. Pupils enjoy geography and are curious to find out about other people and places, and to locate these on maps and photographs. However, it is not always clear to pupils what they are expected to look for, for example in an aerial photograph, when required to do so. Tasks and learning intentions are not always made clear to them. As a result, there is some wastage of time and by the end of a lesson, pupils are not able to explain similarities and differences between the two localities. Day-to-day assessment is not used well to inform subsequent planning. All pupils have equal access to the geography curriculum. Overall, progress is satisfactory. Progress is better when more individual support is provided for pupils for whom English is an additional language and those with special educational needs.
115. Geography has been well maintained by the subject manager since the previous inspection, although the policy statement has not been revised in line with other foundation subjects in school. Geography is now included in the timetable on a more regular basis and the schemes of work for year groups are designed to ensure continuity and progression throughout the school. Appropriate activities are included in schemes of work to develop children's knowledge and understanding. However, there is no monitoring of teaching to evaluate the impact of teaching on pupils' learning and to improve their performance. Assessment and record keeping systems have been satisfactorily developed and inform curriculum planning. There are limited opportunities for developing geography as a subject through providing appropriate in-service training.
116. Geography provides many opportunities for developing pupils' literacy and numeracy skills; however, on occasions, opportunities are lost for extending these skills and consequently for developing adequately their knowledge and understanding of geography. The cross-curricular use of literacy and numeracy is at an early stage of development in school. There is some evidence of the use of information and communication technology to support work in geography. For



example, it is evident from the displays of work that pupils have used the computer to draw a town centre and have considered their route map, although the use of information technology in geography is at an early stage of development.

## **HISTORY**

117. Only two lessons in history were observed during the inspection. Judgements are based on these lessons, a scrutiny of pupils' work, displays of pupils' work around the school, teachers' planning documents and discussions with pupils and the subject co-ordinator. From this evidence, it is clear that by the end of Key Stage 1 standards are in line with that expected of similar age pupils. They have developed a sound sense of the past and chronology by comparing old and modern objects, such as toys. They talk about different homes in the past and make appropriate use of language of comparison when describing the differences. Their work shows a developing knowledge and understanding of the lives of people, for example orphans, and how they lived in the past. In the previous inspection, attainment was in line with the national expectation and these standards have been maintained. All pupils, including those with special educational needs and higher attainers, make satisfactory progress and their knowledge and understanding of historical information increases in depth and breadth.
118. Pupils' attitudes to learning are good; they are interested in history and enjoy the subject. Their enthusiasm shows in their eagerness to answer questions and participate in discussion, when given the opportunity to do so. Overall, teaching is satisfactory and teachers have a sound subject knowledge. They make effective use of resources, for example the suitcase of toys for Year 1 pupils to examine, and as a result, pupils enjoy learning about the past. Activities are appropriately planned to capture the interest of the pupils and foster enquiry through discovery. However, there are some lost opportunities to link the subject to other areas of the curriculum, particularly literacy, when reading stories about the past.
119. The subject is satisfactorily managed and the subject leader makes a sound contribution to the development of the subject in the school. She has yet to undertake any monitoring of the teaching and learning in the subject to ensure that pupils have the range of experience required to cover the curriculum and to make satisfactory progress and this aspect of her role is underdeveloped. There are satisfactorily developed systems to assess and record pupil attainment and inform curriculum planning. Across the school, resources are satisfactory and suitably organised. There is good support for the curriculum through visits to places of historical interest, which further enhance the study of history. Year 2 also participate in a Victorian school day and dress up for the part.

## **MUSIC**

120. Music plays a very important part in the life of the school, and standards continue to be well above that expected of similar age pupils. Pupils make very good progress in performing, composing, listening and appraising, and well exceed expectations at the end of the key stage. Pupils can tap and clap a rhythm correctly, understand basic ideas about pitch, and use a range of tuned and untuned percussion instruments, most of which they can name. Higher attainers can distinguish between the rhythm and beat of a tune. They sing tunefully with enthusiasm and enjoyment. Pupils perform with confidence, and are taught to appraise their own and one another's work. Pupils respond very well in their music

lessons. They willingly participate and perform sensibly. They handle the instruments with great care. The school has recorder clubs and a thriving choir, which performs in the local community.

121. In the small number of lessons seen, teaching was very good with one excellent lesson. Strengths include the teacher's knowledge, confidence and motivating style; her clear explanations so that pupils knew what they were learning; and lessons combining singing, listening, moving and composing. Pupils use the wide range of instruments and music room very well. The school makes very good use of its scheme of work, which provides continuity and progression and supports the knowledge of teachers in reception classes who follow up the lessons in the classrooms each week. Pupils hear a range of music in assembly. Unfortunately, this is a lost opportunity for developing pupils' listening and appreciation skills as their attention is not always drawn to the music being played.

## **PHYSICAL EDUCATION**

122. By the end of Key Stage 1 pupils attain standards in line with that expected of similar age pupils. The sound standards attained in the previous inspection have been maintained and in some aspects improved. There is a revised timetable for physical education and there is significant improvement in the organisation of games. There is access to an extra-curricular ball skills club for all year groups. As a result, pupils have more opportunities to practise a variety of ball skills and to use these skills in their team games.
123. Overall, pupils' progress is satisfactory and there have been significant improvements in games since the last inspection. The two lessons seen were limited to gymnastics. Pupils have good opportunities for indoor and outdoor activities. Pupils with physical disability have good access to the curriculum through additional adult support, and through using appropriate resources and a modified programme of activities.
124. Teachers' plans and records show that all pupils use big and small apparatus with increasing confidence. In dance they respond appropriately to a variety of stimuli and show good control of movements. They take turns in games and practise a variety of ways of sending and receiving a ball, such as striking, catching and throwing with increasing skill. In gymnastics they learn to travel using different parts of their body, and control their speed and direction of movements. Pupils build on these skills progressively, using more complex activities and equipment. There is some evidence to suggest that progress is now well balanced between the various aspects of the curriculum and between classes. Displays of children's work show that pupils in Year 2 have discussed their most favourite form of exercise and presented this information in a block graph, including sports such as football, tennis, cycling, running, basket ball and cricket.

125. In the lessons seen, teaching was good. Lesson plans were detailed with clear sequence of progressive activities, clear learning objectives, linking of floor work with work on apparatus, high expectations of work and behaviour and good use of praise to encourage good quality of work. Health and safety aspects were given due attention. Pupils participated enthusiastically and applied themselves well in lessons. Pupils were attentive and reflective and were good in planning their own movements, and observing that of others to see how they could improve. They worked well in pairs and groups and co-operated well in arranging the apparatus. They used pulling and pushing movements to travel on their hands and feet in a variety of ways showing good awareness of space. They controlled their body movements well and transferred their body weight on different parts, as required. They showed a good understanding of the different qualities of movements required from them and produced some imaginative sequences.
126. Physical education is well organised and managed by a new subject manager, who is well informed of the latest developments in the subject, through attending relevant courses. She has applied information gained on courses to devise a new whole school policy, and schemes of work. Effective feedback from courses is provided through year group meetings, and this has improved provision. There are clear plans of action to address priorities within the subject. The subject manager provides the necessary support and guidance to her colleagues. All aspects of the National Curriculum programmes of study: games, gymnastics and dance, are covered in a balanced way through a planned programme of activities during the year. There is clear guidance on progression of skills and pupils are expected to plan, perform and evaluate their work within a clear teaching framework. There is a good range of resources and equipment to support work in all areas, especially games. Resources are well organised and updated regularly. Resources are easily accessible and well used. The curriculum is enhanced by the ball skills club, which is run by two members of staff, and an annual sports day involving team competitions.
127. There are satisfactory arrangements for monitoring the subject to ensure pupils are developing appropriate skills through planned activities. The subject manager has monitored the implementation of the games units of work and has evaluated the progression of skills in year groups. This has given her a good insight into the progress that is made by pupils in year groups. She has met with year group leaders to discuss how the units of work are helping to improve performance and has taken account of the feedback to amend the units of work. There are plans to review the procedures for assessment and the annual sports day in summer.