

# INSPECTION REPORT

## **COPTHORNE COMMUNITY INFANT SCHOOL**

Alfreton

LEA area: Derbyshire

Unique reference number: 112687

Headteacher: Val Cartledge

Reporting inspector: Jonathan Palk  
23630

Dates of inspection: 14 - 18 February 2000

Inspection number: 191431

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Infant School                          |
| School category:             | Community                              |
| Age range of pupils:         | 4 to 7                                 |
| Gender of pupils:            | Mixed                                  |
| School address:              | Rodgers Lane<br>Alfreton<br>Derbyshire |
| Postcode:                    | DE55 7FF                               |
| Telephone number:            | 01773 832362                           |
| Fax number:                  | n/a                                    |
| Appropriate authority:       | Governing Body                         |
| Name of chair of governors:  | Mrs Rachael Green                      |
| Date of previous inspection: | 4 February 1997                        |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members  |                      | Subject responsibilities   | Aspect responsibilities  |
|---------------|----------------------|--|--|
| Jonathan Palk | Registered inspector | Mathematics<br>Information technology<br>Geography<br>History<br>Music<br>Physical education<br>Special educational needs      | What sort of school is it?<br>How high are standards?<br>How well are pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| Alison Birch  | Lay inspector        |  | How well does the school care for its pupils?<br>How well does the school work in partnership?   |
| Jane Pinney   | Team inspector       | English<br>Science<br>Art<br>Design and technology<br>Religious education<br>The education of children in the foundation stage | Pupils' attitudes, values and personal development<br>How good are the curricular and other opportunities offered to pupils?   |

The inspection contractor was:

**Full Circle**  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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Inspection Quality Division  
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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Copthorne Community Infant School is a small infant school with 99 pupils on roll. At the time of the inspection there were 22 children under five years of age. The pupils are in four classes and grouped by age. Nearly one third of the pupils come from outside of the designated area. Pupils come from a broad range of households. There are no pupils from different ethnic backgrounds. Twenty per cent of pupils are entitled to free school meals, which is average. Two pupils have statements to support their specific needs and there are 26 pupils on the school's register of special educational needs, which is broadly average. Most pupils attend a pre-school nursery and start school with attainment that is slightly above that expected in language and literacy and personal development.

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

Copthorne Infants is a very good school. The standards of work seen are above average in English, mathematics and science. Pupils have very positive attitudes to learning. There are very good levels of support for all pupils. The school has established an excellent partnership with its parents in children's learning, and leadership and management are very effective in bringing about improvements. The resources available are used very effectively and the school provides very good value for money.

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

- Above average standards in English, mathematics and science.
- Achievements in music and design and technology are high.
- Teaching is good and all staff constantly strive to do better.
- The leadership and management by the headteacher are excellent.
- There are very effective strategies for monitoring teaching and learning.
- The pupils are very well motivated, get on well together, behave well and support each other.
- Very good use is made of assessment information to track pupils and prepare individual targets.
- There is very good provision for pupils with special educational needs.
- The school has an excellent partnership with parents that benefits children.

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

- Standards in art and history could be higher.
- The quality and quantity of computers are unsatisfactory to meet the needs of all pupils.
- There is no outdoor area for children under five to use for large play.
- Pupils do not have a school library.
- There is insufficient accommodation for increased pupil numbers.

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

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

The school was last inspected in February 1997 and was found to be a good school. Standards in most subjects were requiring some improvement. Standards are now higher and the action taken to improve literacy and numeracy skills has been very effective. Schemes of work are in place for all subjects and the planning of lessons also draws from very good assessments. The quality of teachers' planning has improved and places

greater emphasis on pupils' targets for academic and social skills and independent work. All the key issues for action identified have been tackled very effectively. The provision for pupils under five years old is now very good. The school has a very clear understanding of further areas for improvement and the calibre of staff to carry them out.

## STANDARDS

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

| Performance in: | compared with |      |      |                 | Key   |
|-----------------|---------------|------|------|-----------------|---|
|                 | all schools   |      |      | similar schools |   |
|                 | 1997          | 1998 | 1999 | 1999            |   |
| Reading         | C             | C    | B    | B               | well above average A<br>above average B<br>average C<br>below average D<br>well below average E |
| Writing         | C             | B    | B    | B               |   |
| Mathematics     | D             | C    | D    | D               |   |

Inspection evidence confirmed the upward trend in reading and writing. Pupils are achieving very well in these aspects given their earlier attainment. Standards were below average in mathematics with a greater percentage achieving the lower level, 2C. The school has successfully addressed weaknesses in numeracy teaching, and the inspection found standards to be above average. The school is on line to meet its targets in both English and mathematics in this year's national tests. Pupils with special educational needs are achieving well and attain standards that are average in English and mathematics. Children make good progress in the reception class and by the age of five achieve the expected outcomes for learning.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. They are keen to improve and work hard.  |
| Behaviour, in and out of classrooms    | Very good. Pupils manage their own behaviour and respond well to the rewards.   |
| Personal development and relationships | Very good. Pupils understand each other's different needs.  |
| Attendance                             | Attendance rates are well below average. Very good procedures are in place to monitor attendance. There is a prompt start to the day. |

Pupils co-operate very well together, listen to each other and are comfortable sharing their views. They help each other. The rewards for individuals, the class and the school are very effective in producing a community spirit and an ethos of achievement. This is having a powerful effect on the standards achieved. The rate of authorised absence is above average and caused by illness amongst the younger children.

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | Aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good               | Good           | Not applicable  |

*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, the teaching is good. In 59 per cent of what was seen, the teaching ranged between good, very good and excellent. The rest was satisfactory. The teaching of the under-fives was very good in 45 per cent of lessons seen. The teaching of literacy and numeracy is good across the school.

The teachers are clear about what it is they want pupils to learn. Through their questioning they build on what pupils know and are learning. Teachers give pupils time to respond but at the same time keep the lessons going at a good pace, which holds their interest. They use praise well and help individuals grow in personal confidence. Teachers are consistent in their use of rewards but at the same time clear when pupils have let themselves or others down. The support staff and parent helpers are organised well and clear about their role. Teachers spend a great deal of time preparing for practical work and also in ensuring that the work set meets individuals' needs. The preparation of the target books for literacy and mathematics homework and the before school activities is time well spent.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Are very good. The curriculum is broad and balanced. Literacy and numeracy are central to the curriculum. There is a good range of visits and visitors and pupils have rich experiences in music.                                 |
| Provision for pupils with special educational needs   | Very good. They are well supported and their academic and social needs are monitored very closely.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | A very strong ethos of co-operation and inclusion helps pupils develop mature social and moral responsibilities for each other. There is good provision for spiritual development throughout the day. Cultural provision is good. |
| How well the school cares for its pupils  | Very well. Individuals are valued and their achievements, however small, are celebrated.  |

The partnership with parents has been further developed. The early morning literacy and numeracy activity is a significant feature and gives parents a quality time to work with their children. Parents are kept very well informed of their children's progress and they share in setting targets.

The provision for the under-fives is very good, and the school makes good provision for physical development despite the lack of wheeled toys and large play equipment.



Additional support is provided for developing pupils' reading skills through the 'Better Reading' scheme and this improves the confidence of young readers.

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | This is excellent. The monitoring of teaching and standards and the evaluation of action taken are extremely effective. There is a very clear vision to improve the quality of education for all children and this has been successfully passed on to all that work in the school. |
| How well the governors fulfil their responsibilities             | High levels of expertise. They keep themselves well informed about what is going on and provide good support.  |
| The school's evaluation of its performance                       | Extremely good in analysing strengths and weaknesses and identifying priorities.   |
| The strategic use of resources                                   | Resources are very well matched to action to be taken. Additional funding has been used effectively. Voluntary support from parents is used very effectively.  |

The lack of a proper library restricts the opportunity for pupils to browse or use books for research. Insufficient good quality computers limits the development of skills for older pupils. There is insufficient accommodation for the numbers of pupils in the school. Whilst the hall is being used well as a classroom and gymnasium, this is not a suitable long-term solution. The school has made good use of links with the local authority School's Improvement Division.

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

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"> <li>• The standard of reading and writing.</li> <li>• The way individuals are valued.</li> <li>• The opportunity to share in their children's learning first thing in the morning.</li> <li>• The way children work as a team.</li> <li>• The quick response of the teachers to any problems that occur.</li> </ul> | <ul style="list-style-type: none"> <li>• A few parents commented that there was too much homework.</li> </ul> |

The inspection team agrees with the strengths identified by the parents. The school is always happy to discuss parents' concerns over homework, which is well suited to meet the needs of individuals.

## **PART B: COMMENTARY**

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

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

1. On entry to the reception classes the attainment of the majority of pupils is above average in literacy and language and personal development. It is broadly average in number and mathematical understanding. The great majority of pupils, including those with special educational needs, make good progress and by the time they are five, they meet the Desirable Learning Outcomes in all areas of learning.
2. Results of the National Curriculum test at the end of Key Stage 1 in 1999 were above the national average in reading and writing and also when compared to similar schools. Achievements in reading and writing have been rising faster than the national trend and particularly for boys. This is a consequence of the successful implementation of the literacy hour, and a whole-school approach to raising standards in reading and writing through improved assessment and tracking of pupils' progress.
3. At the end of Key Stage 1 in 1999, the results of the National Curriculum tests in mathematics were below the national average and when compared to similar schools. Fewer pupils attained the higher levels in the mathematics tests and whilst only a few (six per cent) did not achieve a Level 2, 36 per cent attained the lower level, 2C. The trend over four years is below average. The school recognised that whilst the focus on literacy had ensured that these pupils had achieved well in reading and writing, given their previous attainment, that mathematics results were not high enough. Weak mental strategies and insufficient development of computation skills were identified as aspects that had affected pupils' attainments. As a consequence, resources and expertise have been targeted to improve the achievements in mathematics, with considerable success.
4. Inspection evidence found that all pupils are achieving well in English. Pupils in Year 2 are on target to attain above average standards at the end of the key stage. Lower attaining pupils in particular are achieving average levels of attainment and there are an above average number of higher attaining pupils. The school is successfully raising the achievement of pupils of all abilities. Pupils in Year 1 achieve a standard that is above expectation. These pupils entered school above average in language and literacy and have continued to build on their secure base of skills and knowledge. Teaching is good and the planning of work to meet clearly identified targets is having a positive impact on pupils' achievement. The quiet and well-organised parental support at the start of the day, with its focus on spelling, handwriting and word building, is particularly effective.
5. Inspection evidence found that pupils in Year 2 are on target to achieve above average standards in mathematics by the end of the key stage. The very high focus given to teaching mathematics both in the numeracy hour and at other times of the day has been very effective. Pupils have made very good progress, across the school, in developing their mental skills and have a good range of mental strategies that they use for solving mathematical problems. They have made good progress in understanding the number system, in their knowledge of number facts and place value. This is ensuring that lower-attaining pupils are achieving an average standard. Higher-attaining pupils have also made good progress in number but

progress in developing mathematical reasoning and systematic working is only satisfactory. The successful introduction of the National Numeracy Strategy and the purchase of a new scheme of work have improved teachers' confidence in teaching numeracy.

6. Inspection findings confirm that the teachers' assessments in science and standards are above average at the end of the key stage. Good quality, practical investigations and sufficient time given to the subject make a good contribution to the achievements of pupils.
7. Most pupils achieve the expected standards in information technology at the end of the key stage. Achievements are satisfactory but teachers and pupils are limited by a shortage of equipment and outdated computers and software.
8. Most pupils reach the expectations of the agreed syllabus for religious education. Pupils understand that there is a range of religious beliefs and that each has distinctive traditions, festivals and celebrations. They are aware that prayer is an important part of daily life.
9. Pupils' achievements in music and design and technology are high. The pupils have an extensive repertoire of songs, which they sing with enthusiasm and technical accuracy. In design and technology, pupils demonstrate a good understanding of the design process and use their understanding of materials and fixing techniques to produce working models.
10. Standards in other subjects are what are normally expected of pupils of this age. Higher-attaining pupils are not challenged sufficiently in history to undertake research. Skills and techniques in art are not taught systematically to ensure higher standards are achieved. Subjects such as science, design and technology and religious education make good contributions to pupils' progress in literacy and numeracy.
11. Pupils with special educational needs are making good progress across a range of subjects and in English and number they achieve average standards. The regular monitoring of their progress towards individual education plans and the good quality support have a positive impact on the standards they achieve. Additional literacy and numeracy support is planned well and the rewards for 'good' work or notable achievements are regular and consistent.
12. Standards are higher than at the time of the last inspection. Inspection findings show that in English, mathematics and science pupils are achieving well in relation to their earlier attainment. There are an average number of higher-attaining pupils in English, mathematics and science but less high attainment in information technology skills, art and history than could be expected. Pupils make overall good progress as they move through the school.

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

13. Pupils' attitudes, behaviour and personal development are very good and this is a strength of the school.
14. Children under the age of five quickly settle into the school routine and establish effective relationships with adults and each other. They work and play happily on

their own and willingly collaborate in a range of activities. The children's behaviour is very good and they co-operate well with adults. They learn to share resources and to take turns in activities. They are attentive and their skills of concentration develop well. They respond appropriately to questions, enjoy stories and happily join in with songs and rhymes. The children demonstrate increasing confidence, are keen to please and enthusiastic when attempting new tasks. This has a positive affect on the progress they make during activities.

15. In Key Stage 1, pupils have very good attitudes to learning. They are well motivated and interested, applying themselves well to their lessons. Most pupils concentrate well, as when working on their roundabouts in technology. Pupils have a positive approach to their work and are keen to succeed. They listen attentively to instructions and settle quickly and calmly to their work. Most pupils share resources sensibly and look after equipment carefully. Pupils with special educational needs have good, positive attitudes to work and are very well accepted by other pupils.
16. Behaviour in classes and around school is very good. Pupils fully understand the school's code of conduct and this is effectively reinforced in assemblies and through classroom discussions. Pupils are well motivated by the certificates that reward good behaviour. In the event of there being any bullying, the children are well aware of who they can approach and relationships are such within the school that this is made easy for them. Parents express satisfaction with the standards of behaviour in and around the school.
17. Relationships are very good between pupils and between pupils and adults. The awarding of points for whole-class behaviour has a positive impact on pupils' understanding of the impact their own behaviour can have on others. The school promotes a very strong ethos of mutual respect, which is maintained by all pupils, through the leadership of the headteacher and the commitment of all the staff. This is demonstrated well by the sensitivity and kindness shown towards pupils with special educational needs.
18. Pupils show initiative and take responsibility. For example, at playtimes, older pupils take pupils who have injured themselves into the school for first-aid assistance. Tasks, which the pupils undertake, are carried out quietly and sensibly. Pupils help to decide on the rewards, and suggest the targets to be achieved by individuals or the whole class. They listen well to the views of others and enthusiastically appreciate the achievements of others. Pupils behave well even when unsupervised and demonstrate courtesy and friendliness towards visitors to the school.
19. Attendance rates are well below average. The rates of authorised absence are higher than in other schools. Parents say that their children are happy to come to school, they enjoy schoolwork and are unhappy to be away. Much of the reported absence is due to childhood illnesses.

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

20. The quality of teaching has improved since the last inspection, particularly for those under five. Teachers' planning across all subjects takes careful note of the schemes of work and there is very good provision for investigation and problem solving in mathematics and science.

21. The quality of teaching is good overall. Fifty nine per cent of teaching observed was good or better. Twenty nine per cent was very good or excellent. No unsatisfactory teaching was observed. The good teaching of literacy and mathematics is having a positive impact on the standards achieved by pupils of all abilities.
22. Teaching of the under-fives is good with 45 per cent either very good or excellent. The outcomes for learning are very clearly stated throughout the class teaching and in the activities. Questions are very well targeted to individuals and to reinforce understanding. Questions such as, "Why do you think she put the number there?" or, "What do you think will happen if?" encourage thinking and the participation of all the class. The teacher plans the lessons very well with well-organised support. Very good use is made of assessments in all the areas of learning to extend children's experiences. The role-play area had clear objectives to develop children's vocabulary whilst the creative activity linked into pupils' number work. Children are grouped following careful assessments and observations and this extends to the organisation of groups for the role-play. All help and support staff are well briefed as to the intentions of each area. The direct teaching of literacy and numeracy are effective. There is good pace to lessons, and well-chosen resources provide a strong visual element to the lesson. For example, the 'lily pads' successfully helped lower-attaining pupils match numbers and understand the order of numbers to ten. A washing line was used to peg up picture cards matched to initial sounds. Children are provided with good quality resources such as the dressing up clothes for a christening or a visit to the doctors for a routine injection.
23. Across the school the planning to meet the different needs of pupils is strength of teaching. In English and mathematics, specific objectives are set for different ability groups. These are directly linked to the targets set out in the target books, which are drawn from the assessment of previous work. Groups of pupils are very effectively supported and resources used effectively. Supporting staff and parents are used very well to ensure that pupils receive plenty of practical experiences and to encourage independent working. In design and technology and mathematics they encourage the pupils to make their own choices. Discussion with the pupils is of high quality and reinforces the language used by the class teachers. Good quality resources are used to support practical work. A stimulating range of objects provided in a science lesson encouraged speculation about the shape of objects and their strength, whilst the Braille scripts used in Year 1 developed an empathy for the needs of poorly sighted people.
24. Teachers manage their classrooms very well. High standards of behaviour and positive attitudes to work are promoted at all times. The teachers are very clear about what they expect from pupils; either in terms of hard work, good listening or quick responses. There are also individual targets which pupils agree to work towards each day. The strength in this approach is the support pupils then receive from adults and other pupils. Pupils concentrate well and are often disappointed when the lesson ends.
25. Literacy and numeracy lessons are brisk and the routines are clear. During the initial activity, teachers succeed in involving all the pupils and adults by targeting questions for the different groups. The objectives are made very clear through good quality questions. Teachers value pupils' efforts and their patience is rewarded. The real pleasure shown by a Year 1 pupil who finally succeeds in reaching five, or the Year 2 pupil who knew the answer because he had learnt the four times table helped to motivate the others to persevere. Good references to fiction and literature

are made in other work, and teachers seize every opportunity to reinforce number and calculation at other times. A regular feature of the awards ceremony is the count and comparison with last week's totals. The higher-attaining pupils welcome these challenging calculations. There is, however, insufficient emphasis given to mathematical reasoning and in drawing pupils' attention to pattern and relationships in the whole-class teaching of mathematics.

26. All teachers are knowledgeable; they use clear explanations and challenging questions to extend and verify what pupils know. In a Year 1 science lesson, pupils were encouraged to speculate on which objects would squash or bend and this was developed with the use of a Venn diagram to sort objects by their characteristics of strength. Practical work is a feature of the science and mathematics teaching and helps pupils to consolidate their thinking. Teachers have successfully addressed the issue raised in the previous inspection report and now provide opportunities for all pupils to show their own initiative and develop independence. They often use language games in literacy and mathematics lessons. Resources are organised in a way that encourages the pupils to make their own decisions. In a design and technology lesson, Year 2 pupils designed and made roundabouts after selecting from a range of materials. In a games lesson each group of pupils had the task of devising a game and agreeing the rules.
27. Teachers have high expectations of their pupils which are based on detailed assessments and record keeping. As a consequence, pupils are appropriately challenged and motivated and get the most out of their lessons. Teachers make good use of daily assessments to modify planning for the different needs and managing the time and support. In a Year 2 lesson, the higher-attaining pupils were given an investigation into the products of multiplication tables. This followed a lesson that demonstrated their knowledge of tables. The task was challenging and pupils had to work quickly. As they worked, the teacher helped them set out their work methodically and so helped them develop an idea of common factors. During the same lesson other groups were consolidating quick recall of table facts and applying this to solve problems. Accurate assessments were made and the follow-up activities challenged pupils to use their knowledge of equal addition to work multiplication tables other than two.
28. Those with special needs are taught well by their class teachers and education care officers (ECOs). The individual education plans are detailed, cover both literacy and numeracy and are regularly monitored and reviewed by staff and parents. Teachers have high expectations for pupils with special educational needs and they rise to the challenge. The teaching of pupils with specific needs is fully integrated into the work of the class and there is no under-expectation. During a numeracy lesson the support assistant did not settle for inaccurate first efforts in counting objects but persevered and in the end helped the pupil combine two amounts to make 18.

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

29. The school provides the pupils with a very good curriculum. It is broad and balanced, with good emphasis on literacy and numeracy.
30. The curriculum for children under five is very good. Significant improvement has been made since the last inspection in planning for these children, which is now firmly related to the recommended Desirable Learning Outcomes. The class

teacher has an excellent knowledge of the children in her care and the curriculum is very effectively tailored to meet their individual needs. However, there is no separate secure outside play area to enable children to use large wheeled toys and climbing apparatus. This limits their physical development to some extent, although the teacher makes good use of the hall facilities to compensate for the lack of a suitable outdoor area. Children are appropriately introduced to the Early Stages of the National Curriculum as they become ready and are very well prepared for their work at Key Stage 1. Throughout the school, all pupils have equal access to the full curriculum, regardless of gender, creed, background or attainment level. No pupils are excluded from school at the present time.

31. It was necessary to exclude one pupil on three separate occasions last year. The school has made every effort to ensure the pupil is appropriately supported and the pupil concerned is now gaining from full access to the curriculum.
32. Pupils with special educational needs are very well provided for. They play a full part in all lessons and receive the help needed to ensure they access the full curriculum. The experienced support staff, and the very good individual education plans provide opportunities to allow this to happen.
33. The quality of curriculum planning is very good throughout the school. Since the previous inspection, schemes of work have been completed for information technology and design and technology and there are now schemes of work in place for all subjects. These schemes effectively identify the knowledge, skills and understanding to be taught as the pupils progress through the school, with the exception of art. This scheme of work is being revised. Staff plan effectively together. Topics are planned for each half term and successfully link the learning across a number of subjects. The planning appropriately focuses on learning objectives for each week's lessons and identifies those to be assessed. Short term planning is effectively undertaken by individual teachers and correctly includes details of how activities will match the different attainment needs of pupils within the class, particularly in English and mathematics. The plans are evaluated and used effectively to guide future planning. Teachers' planning includes opportunities for the development of independent study skills, as for example when Year 2 pupils use their library skills to find information on their own choice of topic. This is an improvement on the previous inspection.
34. Very effective strategies are in place for the teaching of literacy and numeracy. The lessons are well balanced and additional teaching support is provided by a teacher and trained ECOs. Additional reading to group reading is provided for lower-attaining pupils during lunchtimes, as part of a better reading partnership.
35. The school meets statutory requirements for sex education. Personal and social education is effectively taught in religious education and in other areas of the curriculum through suitable stories and useful discussions. Pupils help shape the targets and rules for managing behaviour in the school, which is having a positive impact on their personal and social development. Pupils learn about health education and the dangers of drug misuse as part of the science curriculum.
36. Although there are no extra-curricular activities provided, the school maintains the outstanding feature noted in the last inspection of the involvement of parents in their children's learning at the start of school each day. This continues to provide

enrichment to pupils' learning of literacy, whilst at the same time enhancing the relationships between parents, teachers and pupils.

37. There are very good links with the community and they add considerably to pupils' learning. For example, pupils from the secondary school involve pupils in their projects, such as studying playground behaviour. Many visits and visitors also enrich the curriculum. The school has established effective relationships with the local junior schools and they work together well for the benefit of the pupils. The excellent working relationship between the nursery and infant school is of particular benefit, particularly in raising the achievement of pupils in literacy and numeracy. Very good assessment records of the pupils transferring from the nursery form the basis of planning in the reception class.
38. The provision for pupils' spiritual development is good. The school provides an environment where all pupils are valued. Stories, discussions and the daily act of collective worship affirm the importance of respect for others' beliefs and values. The result is that pupils treat each other with sensitivity and respect. Frequent opportunities are provided for pupils to explore their own feelings and to begin to establish their own sense of values and self-worth, as for example when reception children write about what makes them special. The daily act of collective worship fulfils statutory requirements. In assemblies, pupils are given time for prayer and moments of quiet reflection, and the atmosphere created by the well-understood routines are uplifting. Religious education makes a significant contribution to pupils' spiritual development.
39. The provision for moral development is very good. It is strongly promoted through the caring ethos that is built upon respect for others. The staff understand the importance of raising self-esteem through reward rather than sanction. They consistently apply the code of discipline, supported by the effective use of certificates and the awarding of points. Teaching staff, support staff and mealtime assistants work extremely well as a team, presenting a united front to ensure that rules of discipline are consistently applied. All staff in the school provide positive role models. They work hard to ensure that pupils are considerate, tolerant of others and happy to help those in need. Pupils are encouraged to treat their own and others' property carefully. Assemblies, stories and discussions are effectively used to reinforce moral issues, with the result that all pupils are aware of the difference between right and wrong.
40. Provision for pupils' social development is very good. The successful inclusion of pupils with specific needs makes a good contribution to pupils' social development. Teachers take every opportunity to encourage pupils towards developing a positive self-image. For example, pupils are given the opportunity to celebrate their individual birthdays and to show badges and awards they have achieved outside school at the celebration assembly that is held each week. This has a very positive effect on raising individuals' self-esteem. In all aspects of school life pupils are given frequent opportunities to work together and to participate as part of a group, as when Year 2 enthusiastically presented their assembly for their parents and the rest of the school. Pupils are expected to demonstrate responsibility for their belongings from an early age. Pupils take on responsibility for certain tasks, such as stacking chairs at lunchtime, and the amount of responsibility they are expected to undertake increases as they move through the school. Pupils show concern for others less fortunate than themselves by participating in many fundraising events.



41. The provision for cultural development is good. Knowledge and understanding of their own heritage are promoted well through history, geography and music. Good use is made of visits to local areas of interest, such as the heritage museum, to enhance this awareness. There are sufficient planned opportunities in the religious education programme to develop pupils' understanding and awareness of the rich diversity of other cultures.

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

42. The school takes very good steps to ensure its pupils' welfare, health and safety. All the procedures are very well supported by the staff. The school continues to achieve its aim of providing a caring atmosphere in which all pupils are valued. The procedures employed by the school for ensuring child protection are still of a high quality, and all staff are fully acquainted with them. All the staff have received training in first aid. The pupils with special educational needs are very well supported by the staff and by the speech and occupational therapists and the education welfare service.
43. The school has worked hard to improve inappropriate behaviour. Teachers handle incidences of misbehaviour very well through the use of appropriate sanctions. The school is very effective in promoting good behaviour and personal and social development through a wide range of reward systems, celebrating both individual and whole-class achievements.
44. The school is also very effective in assessing how well all pupils are progressing in their work. This results in well-planned support to meet their needs. The school is striving very hard to improve the level of attendance, but much of the reported absence is due to childhood illnesses.
45. The staff know their pupils very well and this enables them to make the best progress. One very good example of this is the provision of the Better Reading Partnerships, which has resulted in greater confidence and interest in books. This has increased, in some instances, the pupils' comprehension skills, quite dramatically. Targets are set for many aspects of school life, ranging from developing left-handed writing, to behaviour, attendance, helping others and learning. These are seen to be of great value by parents, pupils and staff. The school has forged good links with the local nursery and junior schools to ensure a smooth progression of the pupils' learning.

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

46. The effectiveness of the partnership with parents is excellent. These high standards of provision have been improved since the previous inspection. The parents have very positive views of the school. Parents are very satisfied with the standards set by the school and with the progress their children make. Parents feel welcome in the school, which is evident in the very well-attended reading partnership between parents and children before the start of the school day. These sessions allow the pupils to settle down quickly and to extend their reading skills. The majority of parents attend this session, as they did at the time of the last inspection. Parents find that all teachers and staff are very approachable. Parents and all staff relate well to each other.

47. The school's links with parents are very good. For example, some parents have been involved in decorating classrooms and painting games on the playground. The school provides excellent support for parents to help in their children's learning. A particularly successful example is the 'Better Reading' project which has produced great improvement in children's ability to read. Parents are very positive about the excellent homework scheme that has been extended to include weekly worksheets. There are good links with the local community, especially with the elderly residents and local shops.
  
48. The parents are actively involved in the life of the school. They are provided with very good quality information about the school and their children's progress. However, the governing body's annual report to parents does not fully comply with statutory requirements. There are good fundraising activities and charity work, which are well supported. The school is very popular with local parents.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher has an excellent grasp of the strategies needed to raise standards in the school and to improve the effectiveness of teaching. She has inspired all teaching and support staff to improve their performance. This has been achieved through the regular monitoring of pupils' achievements and the very good use of resources.
50. Teamwork in the school is excellent and extends to the very active role non-teaching staff and parents play in supporting all pupils. The pre-school sessions are very well managed by staff. Parents are clear about the achievements of their children and how they can play a part in helping them achieve their best. Many parents help at the school and add value to the provision already provided in the classrooms by the ECOs.
51. The headteacher and key staff are very good at supporting teachers. Monitoring is well focused on the major areas for development and particularly the effectiveness of literacy and numeracy teaching. The impact of teaching on raising the attainment of pupils is of primary concern and the headteacher carries out regular monitoring of lessons. The weekly lesson plans are also monitored and evaluated by the headteacher with individual teachers. Since January the headteacher has worked alongside teachers during the numeracy hour and uses this opportunity to demonstrate the high expectations she has of individual pupils. This has raised the quality of teaching in the school.
52. The professional development of staff is directed at school improvement and the school considers the best value options. Recently this has involved visits to observe other teachers teaching the numeracy hour. The scheme of work for mathematics was changed in favour of one that would give teachers more support in planning for the numeracy hour. The school is regularly used by higher educational establishments for training and both the headteacher and senior teachers act as mentors. This adds to the critical reflection that is a strong feature of school life.
53. The headteacher consults widely with staff, parents and governors and therefore they all have a good understanding of what the school is seeking to achieve for individual pupils. This boosts morale and ensures that staff are confident in taking over responsibilities, for example liaising with the outside agencies involved in the provision for pupils with specific needs. Such open consultation also ensures that organisational changes are carried out smoothly such as preparing the hall for afternoon lessons.
54. The subject co-ordinators have clear plans for the development and maintenance of their subjects. They have effectively improved schemes of work in all subjects, except art, and improved the quality of planning by ensuring that assessment records closely identify the skills that pupils have learnt. Co-ordinating responsibilities for the introduction of literacy and numeracy have been met well, and the co-ordinators have been able to contribute to decisions about staff deployment and funding as a result of their monitoring of standards and teaching.
55. The headteacher has a very good relationship with the experienced governing body. Since the last inspection they have observed teaching and increased their understanding of the strengths and weaknesses through analysing the data available. The school development plan is now a much more comprehensive

document and the priorities for development over the next three years are detailed. This allows governors to make key decisions regarding the spending of additional resources from the standards fund. Nearly half of the governors play an active part in the school both as parents or as support staff. This gives them an added breadth to their monitoring of standards in the school. The governing body are kept informed through good quality reports that report on developments.

56. The finances of the school are very well managed and only a very small budget carry forward is maintained. Additional funds for class size initiative and a rise in pupil numbers have been effectively targeted at reducing class sizes and providing extra support in classes for literacy, numeracy and creative and imaginative play. Whilst this funding is only temporary it is allowing the headteacher to support the teaching of mathematics. This has had a positive effect on the quality of learning of the lower-attaining pupils.
57. The management of pupils with special educational needs is very effective. The headteacher, as special educational need co-ordinator, is consistent in her management of those with specific behavioural problems in and out of class. Appropriate training in behaviour management and literacy is provided for the ECOs, and they have acquired a great deal of personal confidence in their roles in helping raise pupils' attainment. The individual educational plans are regularly reviewed and the parents are consulted. The parental comments are not recorded and the school would find this helpful. The special needs co-ordinator maintains good links with outside agencies and this is of great benefit to the pupils concerned.
58. The quality of teaching and learning for pupils in Year 2 has not been adversely affected by being taught in the hall for most of the week. The movement of pupils between classes and the hall in the afternoons is well managed and pupils are equally attentive and well motivated as they are in the morning sessions. This is a short-term solution to the shortage of accommodation at the school. The parents and governors understand that additional accommodation will soon be provided, however the governing body have not produced a contingency plan in the event of the additional class not being forthcoming this September, and any financial implications have therefore not been considered.
59. The quality of resources to support the curriculum for the under-fives is very good in all areas, with the exception of equipment for gross motor skills. These are inadequate and budgetary constraints have meant that the provision of a secure and well-resourced outdoor play area has not moved forward since the last inspection. Resources for English are good and the school is well resourced for the literacy hour and to teach reading. There are good supplies of books in all classes but no library and no area for pupils to browse. This is affecting the achievements of pupils in developing library skills and the opportunity to undertake independent research, particularly in history. As at the time of the last inspection, technical problems frustrate the best efforts of teachers to provide a good quality computer experience and raise standards further.
60. The income per pupil is low in comparison with similar schools. The school makes very effective use of this to raise the achievements of pupils and to meet the needs of those with special educational needs. The good progress pupils are making in their literacy and numeracy skills, a very good quality curriculum, above average standards, good teaching and the capacity to improve ensure that the school is offering very good value for money.



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

61. In order to further improve the quality of education and seek higher standards for its pupils the school and the governing body could consider the following as issues to address in their forthcoming development plan.
- (1) Seek funding for additional computers and training through the national grid for learning scheme. (7, 59, & 125)
  - (2) Provide a small library for pupils to browse and develop their library skills. (59 & 81)
  - (3) Provide more opportunity and the necessary resources for pupils to undertake research and so develop their historical enquiry skills. (10, 119)
  - (4) Revise the scheme of work for art in order to identify the skills to be taught as pupils move through the school. (33, 106, 109)
  - (5) Ensure that an adequate area for outside activity is provided for the under five year olds. (30, 75)
  - (6) Prepare a contingency plan for the accommodation of increased pupil numbers, if no additional accommodation is available next September, in order that parents and staff are clear about the provision being made. (58)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 41 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 3         | 26        | 30   | 41           | 0              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll                                      | Nursery | YR-Y2 |
|--|---------|-------|
| Number of pupils on the school's roll (FTE for part-time pupils) | n/a     | 99    |
| Number of full-time pupils eligible for free school meals        | n/a     | 20    |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR-Y2 |
|---|---------|-------|
| Number of pupils with statements of special educational needs       | n/a     | 2     |
| Number of pupils on the school's special educational needs register | n/a     | 26    |

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

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5            |
| Pupils who left the school other than at the usual time of leaving           | 2            |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 7.9 |
| National comparative data | 5.4 |

| Unauthorised absence      | %   |
|---------------------------|-----|
| School data               | 0.1 |
| 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**

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 20   | 16    | 36    |

| <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     | 19             | 19             | 19                 |
|  | Girls    | 16             | 16             | 15                 |
|  | Total    | 35             | 35             | 34                 |
| Percentage of pupils at NC level 2 or above  | School   | 97 (81)        | 97 (81)        | 94 (91)            |
|  | 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     | 19             | 19                 | 20             |
|   | Girls    | 16             | 15                 | 16             |
|   | Total    | 35             | 34                 | 36             |
| Percentage of pupils at NC level 2 or above | School   | 97 (89)        | 94 (91)            | 100 (100)      |
|   | National | 82 (80)        | 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      |              |
| Black – African heritage        |              |
| Black – other                   |              |
| Indian                          |              |
| Pakistani                       |              |
| Bangladeshi                     |              |
| Chinese                         |              |
| White                           | 99           |
| Any other minority ethnic group |              |

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

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   |              |           |
| Black – African heritage     |              |           |
| Black – other                |              |           |
| Indian                       |              |           |
| Pakistani                    |              |           |
| Bangladeshi                  |              |           |
| Chinese                      |              |           |
| White                        | 3            |           |
| Other minority ethnic groups |              |           |

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

### **Teachers and classes**

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

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 5  |
| Number of pupils per qualified teacher   | 20 |
| Average class size                       | 25 |

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

|   |      |
|---|------|
| Total number of education support staff | 5    |
| Total aggregate hours worked per week   | 43.5 |

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

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | n/a |
| Number of pupils per qualified teacher   | n/a |

|   |     |
|---|-----|
| Total number of education support staff | n/a |
| Total aggregate hours worked per week   | n/a |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | n/a |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### **Financial information**

|                |         |
|----------------|---------|
| Financial year | 1998-99 |
|----------------|---------|

|  | £       |
|--|---------|
| Total income                               | 142,681 |
| Total expenditure                          | 142,313 |
| Expenditure per pupil                      | 1,564   |
| Balance brought forward from previous year | 1,507   |
| Balance carried forward to next year       | 1,875   |

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

### **Questionnaire return rate**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 89 |
| Number of questionnaires returned | 32 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 78             | 22            | 0                | 0                 | 0          |
| My child is making good progress in school.  | 56             | 38            | 0                | 0                 | 6          |
| Behaviour in the school is good.   | 34             | 59            | 3                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 38             | 44            | 13               | 0                 | 6          |
| The teaching is good.  | 63             | 34            | 3                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 50             | 38            | 6                | 3                 | 3          |
| I would feel comfortable about approaching the school with questions or a problem. | 66             | 31            | 0                | 3                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 66             | 31            | 3                | 0                 | 0          |
| The school works closely with parents.   | 53             | 41            | 0                | 3                 | 3          |
| The school is well led and managed.  | 66             | 34            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 53             | 38            | 3                | 0                 | 6          |
| The school provides an interesting range of activities outside lessons.            | 53             | 38            | 3                | 0                 | 6          |

## **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**

62. The quality of provision for children under the age of five is very good. This is a considerable improvement since the previous inspection.
63. Standards of attainment on entry to the school are slightly above average. The curriculum is very effectively planned to meet the Desirable Learning Outcomes. Children make good progress and by the time they are five years old, the majority of children have exceeded the expected standards for children of this age in personal and social development, language and literacy and numeracy. In the other areas of their learning, children reach the expected standards at the age of five.

### **Personal and social development**

64. Children behave very well and respond positively to the teacher's high expectations and to the caring ethos of the class. They develop good levels of concentration and are enthusiastic in their learning. They quickly learn to work and play together, as for example when they participate in team games during physical education lessons. They acquire the confidence to attempt new tasks and are not afraid to make mistakes. Children choose learning resources independently and help to tidy away quickly and efficiently. They are at ease with the daily routines of school life, as when confidently changing their clothes for physical education lessons, or taking the register to the school office.
65. The teacher provides many useful opportunities for children to develop both independence and to become a useful member of the school community. They are taught how to establish successful relationships by communicating effectively with others. For example, children in circle time take it in turn to choose a friend to smile to as they gain understanding that it is important to look directly at people when addressing them. The children's opinions are listened to and valued. Discussions, stories and role-play are used effectively to help children understand the feelings of others. Very effective measures have been established to support children on entry to the school. The good relationships that have been established between teacher, support staff and parents help to create a secure environment that children are happy to come to.

### **Language and literacy**

66. Children are developing good skills in language and literacy and by the age of five, their attainment exceeds the levels expected at this age. Children listen attentively, ask appropriate questions and talk meaningfully about what they are doing. They enjoy stories, rhymes and songs and join in enthusiastically. Many children are able to remember and recite complicated rhymes. Attainment in reading is above that expected. Almost all children know most letter sounds and recognise many of the most frequently used words. The majority are well launched on the school's reading scheme and before they are five are already working within the National Curriculum. In writing, children hold a pencil correctly and by the age of five almost all can write their own name. Higher-attaining children attempt to write familiar words independently.

67. The teaching of language and literacy varies from satisfactory to very good. Where teaching is most successful, activities are extremely well suited to individual needs, so children of all abilities make good progress. In all lessons resources are used very well to motivate children and stimulating activities are provided that extend language and the powers of expression. For example, the focus of the role-play area is frequently changed to coincide with the current topic. The teacher's records show that, as children read and write, written assessments are made that provide very useful information for establishing targets for improvement.

### **Mathematics**

68. By the age of five children achieve above the expectation for their age group. The majority of children confidently recognise, count and order numbers to ten. Mentally, they are able to calculate one more than and one less than with numbers to ten, before recording their calculations by placing them in sets. Higher-attaining children complete simple addition sums as they practice number bonds to ten. Work on the computer demonstrates their ability to understand and make a repeating pattern. Children recognise and name the common shapes. They are beginning to use a mathematical vocabulary as they compare items that are light or heavy, long or short, and thick or thin.
69. The teaching of mathematics is very good. High expectations ensure that all pupils make good progress. Lessons are well planned, including a high proportion of direct teaching but also allowing plenty of opportunity for practical activity. Very good use is made of a variety of resources and teaching techniques to motivate the children so that they respond with enthusiasm. The teacher remains clearly focused on the learning objectives, constantly recapping and reinforcing knowledge as the lesson progresses. Praise is used effectively to raise self-esteem and increase confidence. Lessons are conducted at a brisk pace, whilst at the same time allowing children time to make a considered response.

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

70. Children make good progress in their knowledge and understanding of the world through suitable activities that are usually linked to a topic or theme. By the time they are five they have achieved the expected standards in this area of learning, which includes scientific, technological, geographical and historical learning. In their topic, 'Ourselves', children identify and label the different parts of the body. They sort food into that which is bad for health and that which is good. As children draw pictures of their houses they learn their addresses. Through comparing the difference between themselves as babies and how they are now, the children begin to gain an understanding of the passage of time. They are beginning to understand the importance of certain Christian festivals, as for example in their role-play of a Christening. When using the computer, the children confidently direct the mouse, as when they identify which of two shirts has the most buttons. Children use cutting, sticking and simple joining techniques when they make simple jigsaws of paintings of their faces, in connection with the topic.
71. Teaching is good. Children are provided with a wide range of materials and encouraged to make observations and to paint or draw what they see. They are given clear instructions to ensure effective learning. Activities such as sand and water play always have a planned educational purpose for the development of skills, which enhances progress in this area of learning.



## **Creative development**

72. By the age of five, the children's attainments in creative activities are in line with expectations for their age group. They use materials and tools with increasing confidence, for example when painting and colouring. In their use of collage materials to make self-portraits, children demonstrate a growing awareness of the importance of colour and texture. In music, they enthusiastically join in singing songs and nursery rhymes and are able to recognise differences in dynamics as they identify which sounds are loud and which are soft.
73. Teaching is good. Lessons are well planned and good resources are provided to allow children the opportunity to gain experience in a wide range of activities. The additional support for role-play is of good quality and helping to improve children's personal development and spoken language. The high quality of teaching is successfully raising the standards of the children's skills and widening their knowledge of art, craft and music.

## **Physical development**

74. By the time they are five most children have achieved the expected level of physical development. They show increasing control in large and small movements. They use pencils, crayons and scissors with increasing skill and manipulate small equipment well. In the physical education lesson that was observed children showed good control as they rolled a ball in a specific direction and attempted to hit a skittle. All the children listen and respond well to the teacher's instructions when moving around the hall.
75. Teaching is satisfactory. Children are well managed and good performance by individuals is used effectively as an example to the rest of the class. However, children are inactive for a large part of the lesson and this limits progress in the development of physical skills. There is a lack of suitable equipment for outside play to support children's progress in developing skills such as balance and co-ordination.

## **ENGLISH**

76. The attainment of the current Year 2 pupils in English are above average in speaking and listening, reading and writing. In the 1999 National Curriculum tests for seven year olds, almost all pupils reached the expected Level 2 in both reading and writing, which was well above the national average. The number of pupils reaching the higher Level 3 was close to the national average. The 1999 test results were also above average in reading and writing when compared with schools who take their pupils from similar backgrounds. Inspection findings concur with these results. Suitable targets have been set to improve on these performances and inspection evidence indicates that they will be met.
77. These standards of attainment are an improvement on those seen at the time of the last inspection. The detailed whole-school planning and teaching of the literacy hour, the quality of the English work during these lessons and recent innovations by the school have had a very positive impact on speaking and listening, reading and writing. By the time pupils leave the school almost all are reading with increasing fluency and understanding. Pupils are able to apply their English skills effectively to other areas of the curriculum.

78. By the age of seven, the majority of pupils achieve good standards in speaking and listening. They listen well to each other and adults, and are keen to enter into discussions. For example, in a religious education lesson pupils fluently expressed what they would miss most if they were unable to see. Pupils are confident and articulate when presenting ideas. A growing awareness of how speech varies according to the audience was admirably demonstrated when Year 2 pupils presented their class assembly to their parents.
79. Standards in reading are also good. At the age of seven most pupils are very competent readers for their age. They read a wide variety of books with obvious enjoyment. Pupils are able to explain plots and retell stories in sequence. They talk about their favourite books, giving reasons for their preferences. The majority of pupils have begun to develop library skills by the end of Key Stage 1. They understand how to refer to contents pages to gain information and some pupils know the purpose of index pages.
80. Pupils' attainment in writing is above that expected nationally. By the end of the key stage almost all pupils are able to spell common words and make reasonable attempts at unknown words. They can produce sequences of sentences, which are mostly correctly punctuated with full stops and capital letters. Higher-attaining pupils are also beginning to use apostrophes, question marks and speech marks. A minority are beginning to write in a cursive script. Pupils write for a range of purposes, as for example when they write letters to Santa. They are beginning to make books, using their library skills successfully to obtain information on a chosen topic. Handwriting is well developed and pupils write neatly, with well-formed letters, although only a small minority are beginning to use a joined script.
81. Pupils make good progress in speaking and listening, reading and writing. Speaking and listening skills develop well through a range of discussions and presentations and by the frequent opportunities provided for drama. For example, in Year 1, pupils wore masks they had made as they performed a play that their teacher had written for them. They were then given the opportunity in groups to write and perform their own plays to the rest of the class. Pupils make good progress in reading. This is largely achieved through good teaching strategies and a wide selection of books, including the school reading scheme and library books. The good liaison between home and school contributes directly to the good progress made in reading. As well as reading at home, parents read with their children in school at the beginning of each day. Both the parents and the children enjoy this opportunity to share the pleasures of reading together. The lack of a school library limits the opportunity for higher-attaining pupils to make progress in information retrieval skills, such as using a classification system to find information.
82. Teachers' consistent approach to the development of writing skills, such as punctuation and spelling, has a positive impact on progress throughout the school. The school has worked hard to raise attainment in reading and writing and recent initiatives have considerably enhanced the progress made in these areas. For example, volunteers, including support staff and parents, have trained in a 'Better Reading' project and are effectively using their skills to offer extra assistance to those pupils who need it. In writing, extra support staff have been specifically employed to assist groups of pupils during the literacy hour. This is having a very positive impact on the development of writing skills. For example, in one Year 2 lesson the support staff member was giving particular assistance to a pupil who did

not understand the purpose of full stops. By the end of the session the pupil was confidently and correctly inserting full stops in her writing.

83. Pupils enjoy their lessons and most behave very well. All pupils respond positively to the structure and organisation of the literacy hour. They participate enthusiastically in class discussion and are keen to answer questions. The majority of pupils work independently and collaborate effectively when required, as when pupils in Year 2 worked in pairs to select rhyming words. They settle quickly and quietly to the task in hand, concentrating well until it is completed.
84. The quality of teaching is good overall and in some lessons it is very good. Teachers have a secure understanding of the English curriculum and the National Literacy Strategy. Where teaching is very good, lessons are planned effectively, with relevant learning objectives and organisation that encourage all pupils to use and extend learned literacy skills. Tasks are very well suited to individual needs. Ongoing assessment successfully ensures that pupils of all abilities make good progress in their learning. In the majority of lessons, good management of pupils, effective briefing and use of support staff, and high expectations, all have a positive effect on learning and attainment.
85. The co-ordinator is very effective in leading and managing developments in English. She monitors teachers' planning and has evaluated the implementation of the literacy hour. The co-ordinator has successfully introduced a paired reading scheme to provide additional guided reading for the lower-attaining pupils. This is effective in raising standards. She organises the literacy targets for individuals and supports colleagues in the choice of early morning literacy activities for the parents and pupils. The resources are managed well and a good selection of large books has been built up.

## **MATHEMATICS**

86. In the 1999 National Curriculum tests at the end of the key stage, the number of pupils reaching Level 2 or above was above the national average and when compared to similar schools. However, the number of pupils reaching Level 2B and above was below the national average and when compared to similar schools. This has been the trend in attainment over the past three years.
87. The school has made the raising of attainment in mathematics its main priority for this year. Inspection found that standards at the end of the key stage are above average in number and algebra and average in mathematical reasoning and shape and measures. There is an average number of pupils at Level 3 whilst the majority of pupils are attaining a Level 2 standard. The school has agreed a target of 87 per cent to attain a Level 2 or above and inspection evidence indicates that this will be reached.
88. The achievements of all pupils in developing their mental arithmetic skills are good across the school. Pupils in Year 2 count up and down in tens from numbers between ten and 100. Year 2 pupils of average ability know their two, five and ten times tables and are quick to provide the missing number during a game of number bonds. Higher-attaining pupils know most table facts and some mentally calculate three or four three-digit numbers. Lower-attaining pupils in Year 1 make good progress in adding amounts of money in their head and know that 5p and 5p makes 10p, and other number facts to ten. These pupils count accurately forwards and



backwards on a number track to 20 and know one more than and one less than. Higher-attaining pupils add three numbers together in their heads and use a developing knowledge of place value to subtract three from 13.

89. Pupils are making good progress in numeracy skills and they are achieving well when compared to their prior attainment. Year 2 pupils acquire strategies, such as repeated addition, for multiplying by two, five and ten and also use the inverse operation. Pupils of all abilities identify the value of different digits in three figure numbers and the more able add and subtract two and three-digit numbers confidently. Year 1 pupils add tens and units. Higher-attaining pupils and pupils of average ability use their knowledge of number bonds to 20 to calculate change. Some of the more able extend this to find change from 50p by counting on. Most pupils in Year 1 apply their knowledge of halving or doubling to help them with their calculations.
90. Pupils' attainment at the end of the key stage in shape and measures is average. Year 2 pupils know the names of regular two and three-dimensional shapes and understand that some have right angles. They recognise such properties as symmetry and the diagonal. They compare weights and lengths and set out their findings as tables and block graphs. The average and below average attaining pupils make good progress in this aspect of mathematics, whilst the progress of the higher-attaining pupils is satisfactory.
91. Pupils of different abilities make satisfactory progress in developing mathematical reasoning. Higher-attaining pupils in Year 2 apply their knowledge of halving numbers to find fractions and their knowledge of the two, three, four, five and ten times tables to find numbers which have the same factors. Pupils in Year 1 go on to use addition and subtraction facts to make sums that will equal a given number between ten and 50. Using their knowledge of the coins, younger pupils find items they could buy from the amounts given in their purses.
92. Pupils have very positive attitudes to mathematics. They all join in enthusiastically during the mental warm-up activities. They co-operate well together during practical work. For example when shopping at the class shop or playing games such as grab or dominoes they help each other arrange the sums involved to find the difference and share in recording the sums.
93. Teaching is good and is very effective in raising the achievements of all pupils. The teachers are very well planned and use the framework of the numeracy strategy to provide exciting and relevant experiences. The mental session is conducted briskly and serves to reinforce pupils' knowledge of number. In one class pupils followed the pointer as it moved up and down the number track, counting forwards and backwards, changing direction. In a game of beat the teacher every one gave their full attention to the number matrix, waiting eagerly to give the correct product. There was a high level of co-operation encouraged with support staff playing their part in helping pupils work out the right answer. The main teaching element is delivered well. In one lesson pupils were invited to come to the front of the class and, having selected the clearly labelled object they wanted to buy, pay for this counting out the coins they needed. Other pupils were told to give themselves a pat on the back if they had also worked out which coins to use.
94. The additional support provided is used effectively to support small groups. Parents and support staff are well prepared with a variety of resources including real money,

dice, counters, spinners and number tracks which they use well to demonstrate such objectives as the difference between or multiplication. Pupils work independently or in small groups, grouping all the dominoes with a difference, or making their own different sums from the numbers rolled on a dice. Such practical activities are helping pupils learn to develop strategies and to reinforce their understanding of number. Pupils with special educational needs, who have individual education plans, receive good support and make good progress in lessons. They achieve above expectations in relation to their prior learning.

95. Teachers make good use of their assessments when challenging the lower-attaining and average pupils. The very good systems of recording achievements in number, shape and measures combined with the individuals' own record ensure that the expectation teachers have are well matched to pupils' abilities. As a consequence these pupils are achieving above average and making good progress. The initial expectations of the higher-attaining pupils are not demanding enough. Teachers successfully modify their expectations for these pupils as the lesson progresses but the initial activity consolidates rather than develops understanding. For example a second lesson on multiplication challenged those pupils who already knew their tables to seek common factors.
96. The teachers give insufficient time in their lessons to directing pupils to seek out patterns or explain any relationships. For example, when sorting dominoes with similar differences there was no extension for the higher-attaining pupils to order these or to explain any of the relationships observed. Sets of sums on the board were not explored to see if a methodical way of working could be found. This contrasted to the lesson where pupils were encouraged to see that 5p could be made up in a variety of ways. The teacher repeated what had already been discovered and with repetition provided the more able with an insight into how this could be systematically discovered. This is an area for development in otherwise good quality teaching.
97. Since the last inspection the structure of numeracy teaching has been greatly improved and this is contributing to the high standards. The co-ordinator manages and leads the development of mathematics effectively. The teachers have successfully addressed a previous lack of independent working, through the use of the National Numeracy Teaching Strategy, well-targeted resources, clear and useful displays of number and well-briefed classroom support. A new scheme of work is now in place and this is ensuring that the assessments teachers make are effectively translated into appropriate work. Parents' involvement in pupils' learning is effective and this has been guided through the use of target books, regular homework and an understanding of the school's approach to teaching mathematics.

## **SCIENCE**

98. In the 1999 statutory teacher assessments at the age of seven, the number of pupils achieving the expected Level 2 and the higher Level 3 was well above the national average. The results are still well above average when compared with schools with pupils from similar backgrounds. The standards seen in lessons, and samples of pupils' work, broadly reflect those achieved in the teacher assessments and confirm that pupils achieve good standards. Standards have improved since the previous inspection.

99. At the end of the key stage, almost all pupils are aware of the foods necessary for healthy eating and the importance of caring for their body. In their study of the human body, pupils correctly label the parts of the skeleton and identify the parts of the human eye. They can classify materials according to their properties, such as whether they are magnetic or not. They understand that sounds they hear become fainter the further they are from the source. Pupils carry out investigations; such as how many beads they can hold in their hands. They make predictions, describe the task and explain the outcome. Findings are accurately represented in tables and graphs.
100. Pupils, including those with special educational needs, make good progress in their knowledge and understanding. For example, in their study of living things, Year 1 pupils identify which creatures live above ground and which live below. In Year 2, pupils understand that humans need food, water, air and light for survival. Satisfactory progress is made in the skills of experimentation and investigation. Although pupils undertake regular practical investigations, there are limited opportunities for higher-attaining pupils to put forward their own suggestions or select their own equipment.
101. Pupils clearly enjoy their science lessons, especially practical work. They concentrate very well, completing the assigned task efficiently. They work co-operatively in groups and pairs, sharing resources and equipment sensibly; as was demonstrated when Year 1 pupils took turns to handle and describe the properties of a variety of objects. Pupils listen well and answer questions appropriately.
102. The quality of teaching is satisfactory. Teachers demonstrate secure knowledge of the subject. They give clear directions, offer effective explanations and make good use of questioning to extend pupils' knowledge. Pupils are given ample opportunity for practical activity. However, lessons are sometimes planned with too many learning objectives, rather than focusing on one specific area of learning. Scrutiny of pupils' work indicates that experimental activities are teaching a range of investigative skills rather than focusing on a few. This means that pupils are not given enough time to consider the evidence and draw on their knowledge to explain what they found out.
103. Since the previous inspection an effective scheme of work and assessment procedures have been successfully introduced. These have been beneficial in raising standards of attainment in the subject. The subject is led well by the recently appointed co-ordinator. Planning is effectively monitored and ensures that the emphasis of practical work is on investigative science. She has introduced into Year 2, a simple record that pupils complete. This is helping teacher target the planning more accurately and is improving the quality of learning in the subject.

## **ART**

104. In most cases, art lessons are combined with design and technology. During the inspection the focus was mostly on design and technology and there was limited art work on which to make judgements. Evidence from displays around the school, scrutiny of pupils' work and teachers' planning and assessment records indicate that pupils, including those with special educational needs, achieve standards that are broadly in line with those expected for their age and similar to those reported at the time of the last inspection.

105. By the end of the key stage, pupils work confidently in a range of media that includes paint, pastels and collage. They mix and blend primary colours to good effect, as for example when creating a sunset as the background to houses that are in silhouette. They begin to understand the principles of printing as they make potato prints and create patterns by printing with cylinders. Younger pupils demonstrate increasing attention to detail in their drawings of self-portraits. Pupils are becoming aware of famous artists as they create colourful pictures of sunflowers in the style of Van Gogh.
106. Pupils make satisfactory progress through the provision of a wide variety of media for practical experimentation. However, in lessons where art and technology are combined, the greater focus on design and technology is having an adverse effect on standards in art. Teachers do not systematically plan for the development of artistic skills and the focus of their attention during the lesson is frequently on the development of technological skills rather than artistic skills.
107. Where pupils were observed working on art activities, although not very highly motivated, they persevered until the task was complete and were keen to present their work well. At the end of the activity they tidied up quickly and efficiently.
108. Too few art lessons were observed during the inspection to be able to make a reliable judgement on the quality of teaching.
109. The school is aware the scheme of work fails to sufficiently identify the skills to be taught and plans to introduce an improved scheme of work in the near future. The quality of art display around the school does not demonstrate examples of a wide variety of techniques and as such fails to significantly enhance pupils' learning.

## **DESIGN AND TECHNOLOGY**

110. Since the last inspection the school has taken steps to develop the design and technology curriculum by introducing a new scheme of work which offers very effective guidance on the progressive development of skills. As a result, standards have improved and now exceed those expected for children of this age.
111. Pupils learn basic cutting and joining techniques. They use equipment, such as scissors and saws, safely. By the end of the key stage the majority of children can cut out accurately and use a variety of techniques to join materials. Pupils create labelled drawings of their designs. Year 2 pupils create a moving roundabout, referring carefully to their drawn design as they do so. They use a variety of materials, including cardboard, foil and wood, after giving careful consideration to which material is most suitable for the purpose. For example, one pupil explained that he used wood for the seats, because wood is stronger. Pupils accurately measure the materials before use. They test and evaluate their finished roundabouts.
112. Progress is good in all areas of the subject. Pupils systematically develop their knowledge and understanding as they go through the school. Younger pupils begin to follow simple plans when they create go-carts using wheels and axles. Practical skills develop well and all pupils acquire increasing competency in cutting and joining a variety of materials, whilst working with care and accuracy. Older pupils use designs more accurately to clarify their ideas.

113. Pupils are enthusiastic about their design and technology work. They work together very well and are pleased to share their ideas with each other. They work well in groups, helping each other to improve. They maintain concentration for long periods of time, persevering with their task.
114. Teaching is good overall. Teachers plan and prepare thoroughly, ensuring that a wide range of materials and tools is made available. Practical work is generally managed well, although in one lesson the teacher had cut out materials for the pupils, thus denying them the opportunity of improving their scissor skills. Tasks are presented in interesting ways and pupils are well motivated. Pupils are provided with positive encouragement. Purposeful discussions and questioning successfully assist them in the evaluation of their work. Support staff are used most effectively to assist pupils in the development of skills.

## **GEOGRAPHY and HISTORY**

115. No geography or history lessons were observed, as lessons were outside the inspection period. The work of pupils in Years 1 and 2 was scrutinised and discussions were held with Year 2 pupils. Pupils' achievements are satisfactory. There was no evidence of Level 3 achievement in either subject.
116. Pupils in Year 2 describe physical features such as rivers, valleys and the estuary, and identify the purpose of a harbour to protect sailing boats from the wind. They draw maps to show the route taken to a local historical museum or to the shops, and give the address of features as a grid reference. They construct simple keys to accompany their maps.
117. Pupils at the end of Year 2 understand that some aspects of life have changed over time, particularly transport and domestic life and place 'daily' scenes in a correct chronological order. They use pictures showing the past and present to identify and write about these changes. Pupils study buildings in the locality to discover how they have changed over time, and visit the local museum to consider how people once earned their living. Pupils in Year 1 place toys in the order that they may have played with them.
118. Much of the written work seen was undemanding of the higher-attaining pupils. The higher attainers did not give reasons for the changes in domestic life nor did they appreciate that evidence of the past could come from a variety of other sources. In the sample of work seen there was no evidence that they had undertaken any research themselves into questions that they had set.
119. Since the last inspection the school has implemented a scheme of work in history and geography and an assessment record is also used to track pupils' progress. These are used effectively to plan work across the school. The resources for history and geography are well organised but there are few books or artefacts to encourage independent research or investigation. There is little computer software that can support enquiry in either subject. Whilst there is a good range of visitors and breadth to pupils' history curriculum, there is little use of real or replica objects, works of art or photographic evidence to encourage pupils to speculate or develop reasoning in these subjects.

## **INFORMATION TECHNOLOGY**

120. Pupils' achievements are satisfactory and meet the expectations of pupils at the end of Key Stage 1. It was possible to observe a few pupils working on computers and also to interview those in Year 2 on their experiences.
121. Pupils in Year 2 use a word processor to write stories or enter text beneath pictures. They print their work and save it onto a disc for retrieval later. Pupils in Year 2 selected a grid from a main menu and correctly completed a jigsaw using a set of co-ordinates. This involved dragging and dropping missing pieces. They are familiar with the desktop menu of a personal computer and select from a range of programs. Pupils in a Year 1 class used a drawing program to support their work on faces whilst in another class the program provided pupils with the chance to improve their mental response to more than and less than.
122. In a Year 1 lesson, when pupils used programmable toys, the teaching was effective and pupils demonstrated how to program the toy to move forward and backwards along a number track. They were clear about the procedures to carry out those manoeuvres and also to turn the toy towards classmates. The lesson was particularly effective in getting pupils to predict accurately. During the second part of the lesson the pupils gave a list of procedures for the programmable toy to draw a square.
123. The teacher was well prepared for the lesson, with a floor mat on which the toy could draw a square and an equilateral triangle. She quickly used the nearby number line when encouraging accurate guesses for the distance to move the toy, and when selecting a number between five and one. She demonstrated that a bigger turn was required to instruct the robot to make an equilateral triangle. She would frequently get the pupils to say what they had to do before entering new commands, for example 'clear the memory' or 'enter the direction'. This repetition was effective and pupils made good progress in this lesson in learning the sequence of commands to direct the robot.
124. Pupils enjoy their time on the computers and usually spend about 20 minutes a week using the programs to support their learning or to acquire new skills. The school is still experiencing technical problems with the existing hardware, which was noted in the last inspection report and teachers and pupils find this very frustrating.
125. The school moved quickly to address the weaknesses identified in the last report. The Qualification and Curriculum Authority guidance now forms the basis of the school's scheme of work and also acts as a record of the skills pupils have acquired. The old machines have been upgraded and a new personal computer purchased. The school has a contract with the local education authority to provide technical support in the hope that this will keep the hardware functioning. This support is not providing good value for money and will be reviewed at the end of the financial year. The equipment in two of the four classes is old and restricts the development of pupils' skills, particularly in the strand of communication and handling information. For example the machines cannot run information that would help them in their research, or add graphics to their writing. A number of pupils are ready to extend their skills in this direction.

## **MUSIC**

126. Pupils' achievements in singing and composing are above those expected and the high standards have been maintained. They know by heart an extensive range of

songs, which they sing with technical accuracy and enjoyment. Pupils, including those with special needs, made good progress in performing from their repertoire in assemblies and during singing lessons.

127. In both lessons observed pupils listen well. They vary the pitch of their voice and also the dynamics of loud and quiet. They follow the tempo given by the piano whilst playing percussion instruments. Pupils listen to the piano attentively as they accompany well-known nursery rhymes. They anticipate the ending and stop playing on the last note.
128. Teaching is effective. A Year 1 lesson was conducted briskly and was well balanced. Pupils had plenty of opportunity to take part and they all had good quality instruments to hand. The listening demands were challenging and reinforced clapping in time. In this lesson, and during the singing lesson, good use was made of hand signals both to conduct and to manage the attention of the class. An ear was wagged to show listening; a finger close to the lips to control dynamics. The teacher was quick to assess the response of the class and intervened quickly to demonstrate loud and soft or fast and slow.
129. Pupils enjoy the opportunity to sing and play. They are encouraged to sing and play to the rest of the class and also to select songs for performance. There are effective inclusion strategies, for example signing, for those with special needs, which have a very positive impact on the behaviour of these children.

## **PHYSICAL EDUCATION**

130. A lesson was observed in each of the classes. Two of these involved gymnastic activity and one of games skills. The achievements of pupils were in line with expectations. Pupils, including those with special needs, make good progress in the lessons observed.
131. Pupils in Year 2 move safely on a variety of apparatus, developing balances on different points of their bodies. They used their time well to develop and refine their journey over, under or up and down, stopping to hold a balance on either one, two, three or four points of their body. The majority of pupils improved the quality of their balance and some added star jumps as they dismounted from the tabletops. In Year 1 the pupils devise ways of moving resembling different animals and successfully extended these from floor to apparatus. In the games lesson observed pupils competently negotiated a beanbag between markers with a hockey stick and threw beanbags into targets from various distances. They throw and catch balls accurately as they take part in a team game. The challenge to construct their own game as a group was met well, with the majority of pupils contributing suggestions both to the rules and equipment to use.
132. Pupils respond well to the challenges they have been set. Team working is a strong feature of all the lessons and makes an important contribution to the good progress pupils make. Pupils in the Year 2 lesson consistently worked as a team, either sliding or crawling, hopping or striding as they travelled to a new piece of apparatus. The levels of co-operation pupils demonstrated were very good when making up rules to a game, and whilst they didn't always remember the exact sequence of instructions, none the less sought to follow what had been agreed. Pupils in Year 1 were quick to help each other along a more difficult section of the apparatus; demonstrating a good awareness of safety.

133. Teaching is effective. During one lesson the teacher stopped the class to give clear guidance on how to throw the beanbag into the target hoop and later to show how to keep contact with the beanbag as it was manoeuvred between the cones. In all lessons the teachers added extra challenges to the task; asking pupils to throw and catch as they returned the bean bag to the group or to perform an action as they moved between apparatus. The lessons developed previously taught skills effectively; for example in extending balance work onto the apparatus or striking and rolling into a game. In one lesson the teacher used a pupil to demonstrate the crab movement. This was a timely intervention and provided a positive stimulus to a few children who had drifted away from the lesson objectives. Teachers maintain a safe working environment and routines are consistently applied.
134. Planning has been improved since the last inspection and now incorporates a clear programme for developing skills in the three areas of activity.



## RELIGIOUS EDUCATION

135. Attainment at the end of Key Stage 1 is in line with the locally agreed syllabus. Pupils are aware that there are a range of religious beliefs and that each has distinctive traditions, festivals and celebrations. For example, pupils study festivals of light and know that Christians light candles to celebrate Christmas and baptisms. They know stories that illustrate the origins of festivals associated with other religions. They are beginning to understand that other faiths have founders and central characters, such as Rama and Sita, and that Jesus is the central figure in the Christian religion. Pupils are able to recall the events of some well-known stories from the Old and New Testaments such as the story of Noah's Ark. In discussions pupils are able to talk about the things that are important to them and clearly understand that others have feelings and values as intense as their own. They understand what caring relationships mean within their family and at school.
136. Pupils make satisfactory progress throughout the school. As they go through the school they gradually increase their knowledge of Christianity and also of Hinduism. For example, pupils in the reception class learn that there are different places for worship, including church and temple, while older pupils are able to explain in detail the reasons for specific festivals in both religions, such as the Christian harvest festival and the Hindu festival of Diwali. Pupils are successfully building on the range of experiences they have in the reception class to support personal and social development. They progressively explore their own feelings and are learning to empathise with the feelings of others.
137. The pupils listen very attentively in religious education lessons and show a keen interest. In one lesson, Year 1 pupils were totally enthralled when studying Braille writing and offered thoughtfully considered answers as to what they would miss if they were blind. Most pupils eagerly answer questions and are keen to discuss their work. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.
138. The quality of teaching is good overall. In one lesson the quality of teaching was very good. In this lesson the teacher demonstrated a secure understanding of the subject and was confident in using a variety of methods, including class discussions, role-play and written tasks. This ensured that pupils remain well motivated throughout and a high quality of learning was achieved. Teachers manage discussions well, receiving and valuing all contributions, and then questioning pupils effectively to extend their learning.
139. The subject is managed and supported effectively. However, there are insufficient religious artefacts to help bring the subject alive for the pupils.