

INSPECTION REPORT

GRANGE INFANT SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126208

Headteacher: Mrs J Thomas

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 9th – 12th July 2001

Inspection number: 192183

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Delamere Drive Stratton St Margaret Swindon Wiltshire
Postcode:	SN3 4XE
Telephone number:	01793 822357
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Burbidge
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
2089 3	Mr D J Curtis Registered inspector	English, Information and communication technology, Physical education, Areas of learning for children in the Foundation Stage, English as an additional language.	What sort of school is it? How high are standards? (Results and achievements) How well are pupils taught?
1391 1	Mrs J Gallichan Lay inspector		How high are standards? (Attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
1330 7	Mr I Hancock Team inspector	Mathematics, Geography, History.	How well is the school led and managed?
1027 0	Mrs S Teacher Team inspector	Science, Music, Religious education, Special educational needs.	How good are curricular and other opportunities?
3034 8	Mr R Guest Team inspector	Art and design, Design and technology, Equal opportunities.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grange Infant School is situated in the Stratton St Margaret district within the Borough of Swindon and takes pupils from the ages of four to seven. There are 311 pupils on roll in twelve classes, with 168 boys and 143 girls. This is an above average sized primary school. There are three pupils from homes where English is not the first language; this is below average. There are 41 pupils on the school's register of special educational needs which is below the national average. There are two pupils with formal statements under the terms of the DfEE Code of Practice¹. This is below the national average. Thirteen pupils are entitled to free school meals, below the national average. Children enter school with standards which are average for their age.

HOW GOOD THE SCHOOL IS

This is a school which is in a period of transition. A new headteacher was appointed in January 2001 after a significant period of the long term absence of the previous headteacher. The new headteacher has a clear vision for the development of the school. Teaching is satisfactory, with good features and this contributes to pupils' positive attitudes to work and to their good behaviour. Standards in mathematics are good, but they are not high enough in reading and writing. The school provides satisfactory value for money.

What the school does well

- By the end of Year 2, standards in mathematics are good.
- Standards achieved by children in the Foundation Stage² are good.
- Pupils' attitudes, behaviour and relationships are good and contribute successfully to learning.
- The leadership and management of the headteacher are good.
- Provision for personal, health and social education and for pupils' moral and social development is good.
- Parents are very supportive of the school.

What could be improved

- Standards in information and communication technology, religious education, reading and writing.
- The organisation, management and planning of the teaching day to maximise pupils' learning.
- Provision for pupils with special educational needs.
- The use of assessment to plan pupils' future learning.
- The role of co-ordinators in monitoring the teaching and learning in their subjects.
- Resources to support pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

² From September 2000, the term 'Foundation Stage' refers to children's education from the age of three until the end of reception year.

The school has made satisfactory progress since its previous inspection in February 1997. Standards as measured against the results of National Curriculum assessments have improved, as has the quality of teaching. There is no unsatisfactory teaching as opposed to 11 per cent in 1997. However, progress in terms of addressing the key issues from the previous report has not been fully successful. The school has introduced good testing procedures to show children's knowledge, skills and understanding when they start school. However, procedures for monitoring and assessing pupils' progress are underdeveloped and pupils' annual written reports do not include sufficient information about their progress. The role of curriculum co-ordinators in monitoring teaching and learning is in its infancy and planning does not meet the learning needs of all pupils. Teachers have reviewed the grouping of pupils in lessons to ensure that they can work in pairs and small groups.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores³ in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
Reading	B	C	A	C	well above average A above average B average C below average D well below average E
Writing	C	C	B	D	
Mathematics	C	C	A	B	

Similar schools are those with up to 8 per cent of pupils entitled to free school meals.

Results of the Year 2000 National Curriculum assessments showed that standards in reading and mathematics were well above average, with those in writing above average. In comparison with those in similar schools, results were above average in mathematics, average in reading, but below average in writing.

Inspection findings show that by the time pupils are seven, standards in mathematics are above average. Standards in reading, writing and science are average, but are not high enough. In reading, pupils spend too long on the school's reading scheme and they are not challenged or extended sufficiently. In writing, skills in handwriting, spelling and punctuation are not used consistently in literacy and in writing in other subjects.

Standards in information and communication technology (ICT) are below national expectations. Pupils have insufficient opportunities to use computers to support their learning. In religious education, standards are below the expectations of the locally agreed syllabus. Pupils' knowledge, skills and understanding are unsatisfactory.

³ Average point scores refer to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

Standards in art and design, design and technology, geography, history, music and physical education meet expectations for pupils of this age. The quality of pupils' singing in assemblies is very good.

By the end of the Foundation Stage, children exceed expectations of the Early Learning Goals⁴ in all areas of learning.

Pupils with special educational needs make satisfactory progress. However, they receive insufficient support to allow them consistently to meet the targets of their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy coming to school and have very positive attitudes to their work; they mainly work hard and persevere with their tasks. Pupils work well individually, in pairs and in groups; they support each other effectively in lessons.
Behaviour, in and out of classrooms	Good: pupils behave well in lessons, when moving around the school and at breaks and lunchtimes.
Personal development and relationships	Good: pupils are polite, friendly and very welcoming. They relate well to each other and to all adults with whom they come into contact. Relationships within the school are good.
Attendance	Good; pupils arrive punctually.

TEACHING AND LEARNING

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

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

During the inspection, the quality of teaching was good in 57 per cent of lessons observed, including 10 per cent which was very good. In the remaining 43 per cent of lessons, teaching was satisfactory. Inspection evidence, particularly from the scrutiny of pupils' previous work, is consistent with teaching being satisfactory overall. However, time is not used well in some lessons.

Strengths of good teaching include strong subject knowledge, clear expectations of what pupils can achieve and good management of pupils. However, the quality of

⁴ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of skills, knowledge and understanding that children might be expected to achieve by the time they enter Year 1. There are six areas of learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

teachers' marking is inconsistent and the use of day-to-day assessment is underdeveloped.

Teaching of key skills, including literacy and numeracy, is satisfactory. Teachers have a clear understanding of the National Literacy and Numeracy Strategies and these are implemented with some success. However, the teaching of reading and writing is inconsistent. In reading there is an overuse of the school's reading scheme and there are inadequate records of pupils' strengths and weaknesses in their reading development.

Teaching of pupils with special educational needs is satisfactory. Teaching of pupils with English as an additional language is good.

Teaching in the Foundation Stage of key skills in reading, writing and mathematics is good; in other areas of learning it is satisfactory. Teachers plan a good balance of activities which are adult led, or which the children choose for themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are satisfactory, but the planning, organisation and management of time to support pupils' learning are unsatisfactory across a range of subjects.
Provision for pupils with special educational needs	Unsatisfactory: individual education plans do not have clear and measurable targets and for pupils with a statement of educational need, their individual plans do not always match the requirements of their statements.
Provision for pupils with English as an additional language	Good; pupils are included in the life of the school and are monitored effectively by the local education authority's support service who work in close partnership with teachers to support pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is good and contributes significantly to good behaviour and positive attitudes. Provision for spiritual and cultural development is satisfactory. However, there are insufficient planned opportunities to develop pupils' awareness of Britain as a multicultural society.
How well the school cares for its pupils	The school has effective procedures for ensuring that pupils are cared for in a safe and welcoming environment. However, the use of assessment to plan pupils' future

	learning is unsatisfactory.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the new headteacher provides good leadership, but the role of the senior management team and subject co-ordinators is significantly underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory: most statutory responsibilities are fulfilled. Governors work hard to support the school and the headteacher in moving the school forward.
The school's evaluation of its performance	Unsatisfactory: there is insufficient monitoring, evaluation or development of teaching and learning by subject co-ordinators.
The strategic use of resources	Satisfactory; teachers make best use of resources which in many subjects are inadequate as the result of a lack of spending in the past.

The school applies the principles of best value satisfactorily in its planning and spending decisions. Staffing and accommodation are adequate for the needs of pupils, but resources are inadequate as the result of insufficient spending in the past.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • Their children like school. • The school expects children to work hard and achieve their best. • The school is helping children to become more mature and responsible. • Behaviour is good. 	<ul style="list-style-type: none"> • The school working more closely with parents. • Information about their child's progress. • The range of activities outside lessons.

Nineteen parents attended the meeting with the registered inspector before the inspection and 130 Ofsted questionnaires were returned. Inspection findings confirm most of the positive views of parents, although teaching was judged as satisfactory overall. In relation to information, inspection findings support parents' views that a meeting in the autumn term to meet their child's new class teacher would be

beneficial. In addition, the annual written reports do not contain sufficient information about pupils' progress, nor what they know, understand and can do in subjects. The school provides a similar range of extracurricular activities to that found in most other infant schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school at the beginning of the school year in which they reach the age of five. Results of assessments made when children start school show standards that are average. Children make good progress in the Foundation Stage and by the time they leave reception, the majority exceed the expectations of the Early Learning Goals in all areas of learning.

2. Results of Year 2000 National Curriculum assessments for pupils in Year 2 were well above the national average in reading and mathematics and above average in writing. In comparison with similar schools⁵ nationally, results were above average in mathematics, average in reading, but below average in writing. The results of the teacher assessments for science were well above the national average, but average in comparison with similar schools. The school's results show improvement since the previous inspection and reflect the trend of year on year improvement.

3. Although no national comparative data is yet available, the school's results in 2001 show a significant decline in reading and a slight decline in writing over its results in 2000. Inspection findings are that standards in reading and writing are about average, but that they are not high enough. In reading, pupils spend too much time working through the school's reading scheme, with the result that they are not challenged or extended. In writing, teachers are not consistent in reinforcing expectations that pupils should apply handwriting, spelling and punctuation skills when writing in literacy and in other subjects. Inspection findings judge standards in mathematics to be above average, with standards in science average.

4. In reading, girls achieve higher standards than boys; reading material for boys is not sufficiently interesting or challenging. In mathematics, boys outperform girls, especially with the proportion achieving the higher Level 3⁶. Through careful analysis of its results, the school is aware of these issues and a detailed action plan is already in place to address them.

5. Standards in information and communication technology are below national expectations. Pupils have insufficient regular opportunities to use computers to support their learning. In religious education, standards are below the expectations of the locally agreed syllabus; pupils have insufficient knowledge, skills and understanding of the subject.

⁵ Schools with up to eight per cent of pupils entitled to free school meals.

⁶ It is the national expectation that pupils should achieve Level 2 or above by the age of seven.

6. Standards in art and design, design and technology, geography, history, music and physical education meet national expectations. In music, standards are satisfactory overall, with the quality of singing, particularly in assemblies, very good.

7. Pupils with special educational needs make satisfactory progress in line with their ability. However, they receive insufficient support related to their specific needs as identified in their individual education plans. As a result, progress is not as good as it should be.

8. Pupils with English as an additional language make good progress. They are monitored closely by the local education authority's support service and are fully included in school life. A member of the support team works effectively with class teachers in supporting pupils' learning.

9. Inspection evidence indicates that the school has the capacity to meet its targets, particularly as the result of detailed analysis of this year's National Curriculum results. In addition, the new headteacher has a clear vision and is determined to raise standards.

Pupils' attitudes, values and personal development

10. Pupils' good attitudes, behaviour and personal development have a positive impact on their learning. Mutually respectful relationships permeate the whole school and contribute to the calm, purposeful atmosphere in most classes. This positive picture has been maintained since the last inspection.

11. Children in the Foundation Stage arrive in the morning eager to start the day's activities. When it is time for teaching to begin they tidy away quickly and sensibly, ready to give the teacher their full attention. They enjoy singing the songs teachers use to settle everyone down. They are interested in their learning and are willing to offer suggestions and answers during introductory sessions. Children move to activities sensibly and get on with their work with the minimum of fuss. Occasionally, if they are not clear what to do next and there is no extra adult to support groups, they waste time waiting for the teacher to come to their group and help them. Their behaviour is always good and they work together co-operatively, especially when working on computers. Children's personal development is good. This was illustrated well during the farm visit when children's behaviour was exemplary, children stayed sensibly with their adult helper, listened well to the farm teacher's explanations and stroked or touched the animals very carefully.

12. Pupils in Key Stage 1 have equally good attitudes to learning. Most concentrate for sustained periods and are usually motivated by the activities planned for them. They are responsive to their teachers and are happy to offer answers, opinions or ideas during discussions. Pupils enjoy telling visitors about their work and are obviously proud of their achievements. When teaching is at its best pupils become totally absorbed in what they are doing. For example in two literacy lessons, Year 2 pupils responded enthusiastically to learning about riddles and were soon making up their own. They listened well and appreciated humour. These lessons were well planned and challenged the pupils to do their very best. As a result, pupils were fully engaged throughout the session. In two successful history lessons, the imaginative use of role play captivated the pupils' attention as they entered into the idea of being Victorian school children. The good range of

resources and activities organised ensured pupils remained motivated and were fully engaged in their learning. Pupils love story time and listen attentively to their teachers, eager to look at any pictures in the book.

13. On a few occasions, pupils' attention does wander and they do not learn enough. This happens when pupils are required to sit on the carpet for too long or when introductions are slowly paced or too long. When teachers gather a large group around one computer with a relatively small screen to demonstrate a particular skill, those pupils on the edge of the group cannot see well enough, they soon lose interest and engage in off task activities which then distracts others.

14. Behaviour is consistently good in lessons, and at times it is very good, for example in assemblies. Movement around the school is usually calm and orderly. At playtimes, pupils play in small or larger groups or just run around enjoying the fresh air. Parents mentioned at the Ofsted parents' meeting that sometimes play was over boisterous at lunchtimes. No aggressive or rough play was observed during the inspection. Relationships are good and pupils relate well to adults as well as to each other. Pupils are polite and friendly and treat equipment, resources and books with care. They show concern for one another if someone is unhappy in their class – giving someone a quick cuddle to make them feel better is not unusual. Parents feel that behaviour in school is good – inspection evidence confirms their views.

15. Pupils are encouraged to take responsibility for organising themselves and their own property right from the very beginning. In the Foundation Stage classes, as well as formal registration, children are expected to indicate their presence by writing their names on the board or adding their name card to the attendance line. Pupils tidy away after activities doing so co-operatively and cheerfully. Pupils deliver meal registers to the office each morning. Pupils are given responsibility suitable for their age.

16. The majority of pupils with special educational needs have good attitudes to their work. They relate well to their peers. However, their personal development is restricted through limited use of the library and the lack of computers. Pupils with English as an additional language play a full part in the life of the school and in their day-to-day classroom work.

17. Pupils enjoy coming to school and most arrive punctually in the morning ready to learn. Levels of attendance are good and improved since the last inspection. The amount of unauthorised absence has been reduced and is now at a very low level. There have been no exclusions over the last year. Pupils' regular attendance has a positive impact on their learning.

HOW WELL ARE PUPILS TAUGHT?

18. The previous inspection judged the quality of teaching to be, 'mainly good', with 'one in six lessons very good'. However, 11 per cent of teaching was unsatisfactory, with shortcomings identified in the teaching of mathematics. In addition, weaknesses were identified in:

- Teachers' planning not meeting the individual learning needs of all pupils;
- Pupils being left too long to work on their own and then to 'mark time';
- Insufficient time being spent on direct teaching;

- An over emphasis on teachers monitoring the activities pupils were undertaking.

Although no key issue relating to the quality of teaching was identified, there was an issue to 'review the grouping of pupils'.

19. Current inspection findings judge that the quality of teaching is satisfactory. Most of the weaknesses identified at the time of the previous inspection have been addressed successfully. During the inspection, the quality of teaching in lessons observed was good in 57 per cent, including 10 per cent which were very good. In the remaining 43 per cent of lessons, teaching was satisfactory. There was no unsatisfactory teaching; this is a significant improvement since the previous inspection.

20. Teaching of children in the Foundation Stage is satisfactory overall, although the teaching of key skills in reading, writing and mathematics is good. Teaching of letter sounds (phonics) is good, with the result that most children are established on the school's reading scheme. Lessons are planned well, including the use of learning support assistants and parent helpers. There is a good balance between adult led activities and those children choose for themselves. However, on occasions, time is not managed well, particularly at the end of lessons which often finish too early. In addition, children are not expected to visit the toilet before lessons start, with the result that in a number of lesson introductions, there is a constant number requesting a visit. This disrupts their own learning and that of their classmates.

21. Teaching of literacy as observed during the inspection was good, although evidence from the scrutiny of pupils' previous work was consistent with teaching being satisfactory. Teachers' implementation of the National Literacy Strategy is satisfactory. However, marking of pupils' work is inconsistent and teachers do not reinforce their expectations that pupils should use their handwriting, spelling and punctuation skills in their writing. Teachers' reading records are inadequate; they record what a child has read rather than how well. There is insufficient analysis of strengths and weaknesses in pupils' reading.

22. During the inspection, teaching of numeracy was good in half of the lessons observed, with the remaining half being satisfactory. In the best lessons, learning is effective because pupils are well motivated and challenged by the tasks teachers prepare and the pace of lessons is brisk. Where teaching and learning is less satisfactory, expectations are too low, time is not used effectively, the pace of lessons is too slow and insufficient attention is given to planning appropriate activities and using resources for pupils of different abilities.

23. Teaching of pupils with special educational needs is satisfactory. Lesson plans are clear; they indicate what is to be learnt and show how the lesson is to be structured. They show how the needs of different ability groups will be catered for, but do not include specific work for pupils with individual education plans. As a result, the progress of these pupils is heavily dependent on appropriate support being given by staff. In a Year 1 lesson, a pupil, with special educational needs, did not receive direct support from the learning support assistant during the mental mathematics session and consequently found it difficult to complete the task.

24. Where teaching is good, teachers show good subject knowledge and introduce lessons in a lively and stimulating way that captures the interest and attention of pupils. For example in a Year 2 literacy lesson on 'riddles', the teacher read a selection of amusing riddles which made the pupils laugh and the lesson was fun. This contributed to the success they had in writing their own riddles. Group work is managed effectively and work is planned to meet the individual learning needs of pupils. For example in a Year 2 literacy lesson, the teacher worked successfully with pupils of below average ability on writing a nonsense poem based on the theme of 'Monday's Child'. Pupils of average and above

average ability were expected to work independently within their groups to write their own nonsense poems based on a theme of their own choosing. The final or plenary session is used effectively to assess pupils' gains in knowledge, skills and understanding made during the lesson. For example, with pupils reading their own riddles to the rest of the class.

25. In the best lessons, teachers manage pupils effectively because lessons are interesting, with the result that pupils enjoy learning. In a Year 2 information and communication technology lesson, the teacher captured pupils' interest by setting up a challenge as to whether writing and editing a story by hand was quicker than using a word processor. By making it a 'race', pupils were totally absorbed and by the end of the lesson recognised the benefits of the word processor.

26. Teachers' marking is inconsistent. In the best examples, teachers' written comments are helpful and guide pupils in their future learning. However, other work is just ticked or not marked at all. There is an overuse of commercially produced photocopied worksheets, many of which are unmarked, and this does not support pupils in their learning. In many lessons, teachers do not make sufficient use of day-to-day assessment to refine their teaching. Satisfactory use is made of homework to support pupils' learning.

27. There is insufficient planned use of computers to support pupils' learning, particularly in literacy and numeracy. However, teachers are constrained by inadequate and outdated computers and through not receiving their NOF (New Opportunities Funding) training.

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

28. The school is not providing a sufficiently broad and balanced range of learning opportunities to meet the needs of its pupils. Evidence from the week of the inspection shows that insufficient time is spent on teaching the full National Curriculum and religious education. This is having a negative impact on some subjects such as reading, religious education and information and communication technology. Children in reception, for example, have too few opportunities to play on large apparatus, and are working with outdated computers.

29. The school has implemented the National Strategies for Literacy and Numeracy effectively. These are implemented in all classes in Key Stage 1 and prepared for in the Foundation Stage. All staff have undergone training and the level of teacher knowledge and understanding is satisfactory, with greater strengths in numeracy. There are good cross-curricular links between subjects so that for example when pupils visited Sutton Courtenay as part of their science work, they word processed their writing, made clay models of insects and drew a timeline of their day.

30. There is little co-ordination of other subjects into a whole school planning framework, including religious education, and there are no systems to ensure that each subject receives the time element allocated to it by the school. The balance of learning between subjects is further affected in some classes by time slippage at lunchtime, breaktimes and the end of the day. These weaknesses limit the systematic development of pupils' knowledge, skills and understanding.

31. The school has improved its long term planning systems since the previous inspection and this is an improvement. Schemes of work to address the knowledge, skills and understanding to be taught as pupils move up through the school are in

place for all subjects. In September 2001, there are detailed plans to revise these and use the Qualifications and Curriculum Authority schemes of work.

32. The curriculum offered to children in the Foundation Stage is satisfactory and contributes to the good progress made. Currently, there is no secure provision for regular outdoor play, but this is being addressed through the school improvement plan. Time is not always managed well. Each morning the reception classes have a break, 'snack time' and then an assembly. This takes an hour and 'snack time' is not used sufficiently to support children's personal and social development. In addition, in a number of lessons, teachers do not ensure children go to the toilet before it starts, with the result there is a stream of hands going up in lesson introductions requesting a visit. This disrupts their own learning and that of their classmates.

33. The school makes suitable provision for sex education and the new scheme for personal, social and health education is having a positive impact. For example, pupils learn where to seek help if they feel poorly either at home or at school, and are aware of both the benefits and dangers of medicine. The policy covering drugs awareness is in draft form.

34. The provision for pupils with special educational needs is unsatisfactory. The co-ordinator for special educational needs has made every effort to meet all of the additional learning needs of pupils. However, these efforts are not backed up by adequate organisation across the school, and teachers take too little account of their learning targets in planning work. The co-ordinator has too limited time to work in other classes and this results in missed opportunities for the early identification of pupils with a special educational need. The curriculum is not enabling pupils with special needs to make the progress they should. Much of the support these pupils receive is not planned at all, and at worst results in a lower work rate than that of other pupils in the class. Although there is no formal policy for inclusion, pupils with special educational needs participate fully in lessons ensuring equality of access to all subjects. Annual reviews for those with statements of special educational needs are carried out appropriately. Good support is provided from outside services, such as the speech and language therapist and the behavioural support group.

35. Pupils with English as an additional language are monitored and supported effectively by the local education authority's support service. There are constructive links with class teachers and this contributes to the good progress made by pupils.

36. All pupils have equal access to the curriculum. There is an appropriate policy in place dealing with equal opportunities. The school does not systematically track the progress of groups of pupils through the school. Gifted and talented pupils are not identified. Analysis of national test results shows a significant difference in the achievement of boys as compared to girls. However, strategies are in place to overcome this issue.

37. Provision for learning outside the classroom is satisfactory. Pupils have enjoyed puppet plays, a science theatre, music ensemble, visiting clergy and members of the Brandt group. There are no after school or lunchtime clubs.

38. Links with other schools and the contribution of the community to pupils' learning are satisfactory. There are links with the community through the church and different Christian ministers visit the assemblies. The school has strong links with

the junior school and the schools enjoy a 'Fun Sports Day' together. This helps in supporting a smooth transition for Year 2 pupils. A well known food chain has supplied props for children in the reception classes and this contributes to their creative development, especially in role play.

39. Provision for pupils' moral and social development is good, and that for spiritual and cultural development is satisfactory. There has been no improvement since the previous inspection.

40. Personal development is a priority at Grange Infants and is supported by care from the headteacher and all teaching and support staff. The school seeks to develop a range of beliefs and values, particularly those of care and respect and an awareness of right and wrong. These are shown through the caring relationships between adults and pupils and their peer groups. Discussions about thoughts and feelings permeate through the use of 'Circle Time'⁷.

41. The provision for spiritual development is satisfactory. The school provides opportunities for spiritual awareness through assemblies, but time for reflection is too brief. The school benefits from visits by Christian ministers and in the week of the inspection, the pupils learnt about caring for others through the story of Jesus and Zaccheus. Religious education lessons give pupils opportunities to reflect on the beliefs and practices of two major world faiths. Spirituality is fostered in some lessons: for example some pupils are inspired to write imaginative poetry in English; and some write their own prayers. The school environment has the potential to encourage pupils to develop an awareness of natural beauty, and pupils plant seeds and watch them grow. Great excitement was created by the release of the butterflies. However, opportunities to appreciate art, literature and music are more limited.

42. Daily assemblies are used effectively to build pupils' confidence and self esteem for example, through a celebration of birthdays, achievements and good work. However, opportunities in assemblies are missed that enable pupils to reflect on their experiences in a way that develops their spiritual awareness and self knowledge. The taught curriculum does not contain specific planning for spiritual development.

43. Provision for moral development is good. The use of moral themes, such as the importance of helping others, leads pupils to recognise the needs of people less fortunate than themselves. Such themes are emphasised in school assemblies and pupils take part in regular fundraising events for charitable causes. On occasions, moral issues are considered within subjects: for example in geography and science as part of studies on pollution and other environmental issues. Within religious education lessons, moral issues are discussed in relation to respect and friendship: for example where pupils discuss the qualities of a special person in their class, and study aspects of citizenship. Rules of good behaviour are in evidence around the school and are referred to when necessary to reinforce good behaviour.

44. Provision for pupils' social development is good. The school is successful in fostering the social development of its pupils and has succeeded in creating a

⁷ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

strong sense of community. The governors and staff are very conscious of the need to encourage good behaviour. They strive hard to promote the conditions in which a caring environment can be fostered and maintained, and work hard to develop trust between adults and pupils. Pupils are encouraged to relate well to each other in different contexts around the school. Older pupils are reminded to look after younger ones. They receive some opportunities to take part in organised social activities, such as plays, music concerts and carol singing. Limited opportunities are provided for the older pupils to use their own initiative, but they take on more mature responsibilities in Year 2. Personal development is restricted through limited use of the library or use of the computers.

45. The school's provision for cultural development is satisfactory. Pupils are made aware of their British heritage: for example through the celebration of national holidays which reflect the nationalities of the staff from England, Ireland and Wales; and their work in local history and geography. Pupils learnt about the Nepalese community from a pupil who had lived there. However, provision for multicultural education is unsatisfactory. Pupils are not fully prepared to live in modern society and are not well aware of the cultural diversity represented in Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Pupils are well known by their teachers and they receive good support and guidance during their time at Grange Infant School. Pupils' care and welfare is of the utmost importance to all staff and the good standards reported at the time of the last inspection have been maintained.

47. First aid procedures are well organised and the school has a designated room to deal with children who have hurt themselves or become unwell whilst at school. Staff have recently received additional training to help them deal appropriately with those children who have specific medical needs. Matters of health and safety related to the premises are dealt with systematically and effectively. Expertise within the governing body is used well to ensure potential hazards are identified and rectified. Required safety checks are carried out regularly together with termly fire drills. However, registers are not easily accessible to teachers at all times should there be an emergency. This matter needs urgent attention. However, during the farm visit, there was particular care taken over matters of health and safety. There are a good number of midday supervisory assistants to ensure pupils receive good care during the lunchtime break. Child protection procedures meet requirements but the policy is now due for review and update training is needed for staff.

48. Attendance is monitored very well and good attendance promoted effectively. Records of attendance are scrutinised monthly. The computerised system is used efficiently to help the headteacher identify pupils with poor attendance. In liaison with the education welfare officer reasons for absence are considered and pupils monitored or visited as necessary. Pupils who have very good attendance records are rewarded with certificates at the end of each term.

49. Good procedures are well established to monitor and promote good behaviour. The school's behaviour policy was revised in January and emphasises a positive approach to achieving good standards of self discipline and behaviour. Mostly teachers and learning support assistants apply the policy consistently

resulting in the good standards of behaviour achieved. Four whole school rules are known by many pupils and set the tone for a calm, orderly community. Pupils then agree their own class rules and these are displayed prominently in classrooms to act as constant reminders. Pupils' progress and success in their personal development are celebrated in assemblies and pupils enjoy receiving verbal praise and encouragement from their teachers as well as stickers, stamps and stars. Any reports of bullying are fully investigated and action taken to resolve the situation immediately.

50. Good relationships across the whole school ensure pupils learn in a caring, supportive environment. Pupils have many adults they can turn to if they are worried or unhappy. Monitoring of pupils' personal development is informal, although teachers do know their children well and work hard to meet their personal needs. Pupils receive good personal, social and health education teaching, not only in identified sessions, but through the routines of the school day. This supports their personal development well, helping pupils to mature and understand how they can take responsibility for themselves and keep themselves safe.

51. Arrangements for assessing pupils' work and progress have been improved since the last inspection. However, assessment procedures are still not sufficiently rigorous to inform planning for individual pupils to focus more effectively on teaching and learning. The school now tests children on entry to school and this is effective. A thorough analysis of this year's National Curriculum assessments is a further welcome addition in enabling assessment procedures to inform whole school planning, and target teaching and resources appropriately. The analysis reveals that the school has started to use assessment to compare achievements of boys with girls and to consider the effects of teaching through the school. This analysis has provided the school with a satisfactory basis for targeting teaching and planning. Further analysis has taken place to allow the school to assess trends over time.

52. The use of other forms of assessment to extend pupils' learning, inform planning and targets set for individual pupils remains unsatisfactory. Much information just records pupils' current attainment: for example reading records are not used to develop pupils' learning in any systematic manner. Some assessment records are used to plan for groups of pupils, but staff have not fully discussed levels of achievement of pupils nor have they agreed portfolios of assessed work to demonstrate how pupils' achievements have been evaluated. The identification of pupils with special educational needs through assessment procedures is not secure. Overall subject co-ordinators and the assessment co-ordinator have not fully investigated methods of producing consistent forms of assessment to guide teachers' planning.

53. The reporting of pupils' progress to parents through the annual written reports is unsatisfactory. Reports contain insufficient information on progress and what pupils know, understand and can do in subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. A good partnership with parents has been maintained since the last inspection and this successful situation has a positive impact on children's learning.

55. Parents are pleased with most aspects of the school's provision. Almost all parents (97 per cent) feel their children enjoy coming to school and that teaching and behaviour are good. Most (96 per cent) feel children are expected to work hard, that they make good progress, and the school is well led and managed. Parents are comfortable about approaching the school with any concerns. Many of the strengths identified by parents were confirmed by inspection evidence, although teaching was judged to be satisfactory overall rather than good.

56. A significant number of parents do not feel well informed about how their child is getting on or that the school works closely with them. Parents' concerns are justified. Reports are unsatisfactory. They do not give a clear indication of levels of attainment and few mention progress in subjects other than in English and mathematics. Only brief information is provided about foundation subjects⁸. Reports do not provide parents with enough information.

57. In recent years parents have been invited to the governors' annual meeting in the autumn and then given the opportunity to look at their children's work and have a word with teachers in an informal way after the meeting. Parents would like a formal opportunity to meet with teachers. Formal consultation meetings are planned for the autumn term this year. Parents are very appreciative of the availability of teachers at the beginning and end of the school day. Many parents are critical of the range of activities provided outside of lessons. There are no extracurricular clubs held during lunchtimes or after school, but visits out of school and visitors to the school enrich the curriculum. Activities outside the normal curriculum are therefore judged to be satisfactory.

58. Information provided for parents is satisfactory overall. Regular newsletters are well presented and keep parents well informed of day-to-day events and activities. Noticeboards around the school provide other helpful information to keep parents informed. Brief curriculum information is posted on class windows, which is seen by the vast majority of parents as they deliver or collect their children from school. More detailed written information is planned to ensure everyone is well informed. The prospectus and governors' annual report to parents are clearly written and helpful documents. However the governors' report is missing some statutory requirements; notably concerning attendance and staff training.

59. Parents give their children good support with their learning at home, especially with reading and this has a positive impact on learning. Homework for children in the Foundation Stage is well organised and parents receive useful guidance to help them support their children effectively. A good number of parents help in school regularly and larger numbers volunteer with specific events or accompany out of school visits. During the week of the inspection the large number of parents that accompanied the farm visit meant that the adult/pupil ratio was very high and children were extremely well cared for. The 'Parent Teacher Committee' (PTC) is very active and raises substantial funds which are used to enhance facilities and resources for pupils. The enthusiastic chair of the 'PTC' is supported well by a large committee. Other parents are willing to lend a hand to ensure the success of social and fundraising events.

⁸ Art and design, design and technology, geography, history, music and physical education

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the school have suffered a period of instability due to the illness of the previous headteacher. However, the governors appointed a new headteacher in January 2001 who has a clear educational direction for the school, which focuses on providing equal opportunities for its pupils to develop as individuals and to continue to raise standards. She meets regularly with, and is well supported by, the deputy headteacher, but has identified the need to restructure the senior management team to become a more efficient unit in managing the school. The subject co-ordinators' roles are underdeveloped, as identified as a weakness in the previous inspection, due to the lack of opportunity to monitor and evaluate pupils' attainment and progress in learning. This limits their effectiveness in raising standards in teaching and learning across the school. The headteacher accepts there has been no culture of monitoring teaching in the past to improve classroom performance, but intends to commence formal monitoring in September.

61. The governors are supportive of the school and since the appointment of the new headteacher are more proactive in their responsibility to manage the school. The chair of governors visits the school regularly. He has sought advice from the local authority and conducted an appraisal of the governing body, to help it discharge its duties more effectively. The governors have established committees and are beginning to review their written terms of reference. They are now well informed and have a clear understanding of the strengths and weaknesses of the school. However, statutory requirements are not fully met in the governors' annual report to parents with omissions regarding the rates of authorised absence and information about professional development undertaken by teaching staff. The governors' role is underdeveloped in monitoring the curriculum but governors have recently established positive links with the numeracy and special educational needs co-ordinators to develop their understanding of these areas of the curriculum. The governors are beginning to appreciate the importance of monitoring and evaluating regularly the effectiveness of their initiatives on the standards achieved.

62. The headteacher and governors have appropriately identified the school's priorities in the recently revised improvement plan for raising achievement. This contains appropriate detail on costings, timescale and success criteria to judge effectiveness. The school makes satisfactory use of specific grants and additional funding provided for school improvements, although there have been limited opportunities in the past for teachers to attend training courses. Decisions on spending have not been sufficiently linked to educational priorities. This has a negative impact on reading standards, which have declined this year, and on standards in religious education and information and communication technology, which are below expected levels. The governors have no formal procedures to evaluate the impact of financial decisions on pupils' attainment and progress.

63. Since the last inspection, the small percentage of the budget spent on learning resources has not enhanced pupils' learning sufficiently, but pupils have made progress in most curriculum subjects. As identified in the previous report, the school library is underused to support pupils' learning. The administrative officer is welcoming and efficient and appropriately uses new technology for financial control and school administrative work. However, insufficient use is made of new technology in all curriculum subjects to support pupils' learning.

64. Teachers are suitably trained and experienced in the infant phase of education and are supported by a large team of education support assistants. Lack of access to recent, effective in-service training has hampered the development of the role of subject co-ordinators. The headteacher and governing body have recognised this and have clear criteria for employing new staff and plan to re-schedule the hours of education support assistants to make more effective use of their time. The school has a clear induction policy for newly qualified teachers and other staff new to the school. Appraisal and performance management techniques are well established in the school with monitoring of teacher targets already taking place.

65. The school has good accommodation. The classrooms are large, well kept and provide a good environment for learning. The additional classroom provided since the last inspection is well integrated with the school building and is a good additional resource. The school is well maintained and clean and includes a large hall, stage and well displayed and clean corridors. There are two playgrounds, areas of trees and shrubs and a large well maintained playing field, all supporting a good learning environment. A play area is being developed for children in the Foundation Stage.

66. The library, although well kept, is not well stocked and is underused. Pupils view it as a place to read occasionally to the teacher and not as a place to further their reading skills or to undertake research for information.

67. Resources for many areas of the curriculum are unsatisfactory. In addition, time is not always used effectively to support pupils' learning but the headteacher intends to rearrange the school day timetable in September. Provision of learning resources is unsatisfactory in, science, information and communication technology, religious education, music and design and technology. Provision of books throughout the school is unsatisfactory in number and quality. Since the last inspection, co-ordinators have not had budgets to improve resources in a systematic manner. There has not been an annual budget to develop subjects nor has there been an attempt to focus expenditure on targeted priorities. The number and quality of computers for information and communication technology is poor. This has a significant detrimental effect on the quality of curriculum provision of the school.

68. The management of provision for pupils with special educational needs is unsatisfactory. The co-ordinator for special educational needs has made every effort to meet all of the additional learning needs of pupils. However, these efforts are not backed up by adequate organisation across the school, and teachers take too little account of pupils' learning targets in planning work. The co-ordinator has too limited time to work in other classes and this results in missed opportunities for the early identification of pupils with special educational needs. Records are not well organised and are not always up to date. The curriculum is not enabling pupils with special educational needs to make the progress they should. Resources are unsatisfactory. Pupils do not have access to sufficient books, games and modern technological aids to help them to make good progress and achieve to the best of their ability.

69. The headteacher and governors appropriately apply the principles of best value. The school has begun to analyse test results and monitor the standards

achieved by pupils in English and mathematics. Parents are regularly consulted and their views are valued. The headteacher and governors attempt to achieve best value by taking appropriate advice regarding contractors and gaining tenders on larger items of expenditure. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to raise standards and improve the quality of education, the headteacher, staff and governors should:

- **Raise** standards in information and communication technology, religious education, reading and writing by:
 - In information and communication technology, using the government funding to upgrade and update the school's computer provision; to improve teachers' skills through in-service training; to ensure that teachers' planning includes opportunities for pupils to use computers to support their learning;
 - In religious education, ensuring sufficient time is allocated to the teaching of the subject and by ensuring pupils are taught the knowledge, skills and understanding required by the locally agreed syllabus;
 - In reading, improving teachers' records and analysis of pupils' strengths and weaknesses, and by ensuring that pupils are challenged and extended in their reading, reducing dependence on the school's reading scheme, by giving pupils more opportunities to use the library;
 - In writing, ensuring that teachers reinforce their expectations that skills in handwriting, spelling and punctuation taught to pupils are applied by pupils in their writing in all subjects; and improving teachers' marking.

(Paragraphs: 3, 4, 5, 21, 26, 62, 63, 66, 81, 83, 85, 86, 89, 90, 115, 116, 117, 128)

- **Improve** the organisation, management and planning of the teaching day to maximise pupils' learning opportunities by:
 - Revising the timetable to ensure that sufficient time is allocated to each subject in line with national recommendations and guidance, and by ensuring that time is not wasted, particularly at the end of lessons.

(Paragraphs: 20, 28, 30, 32)

- **Improve** the provision for pupils with special educational needs by:
 - Providing the special educational needs co-ordinator with time to carry out her management role and by ensuring that pupils' individual education plans contain clear, focused, realistic and achievable targets.

(Paragraphs: 7, 23, 34, 68, 82)

- **Improve** the use of assessment to plan pupils' future work by:
 - More rigorous application of the school's policy and the use of information and communication technology to track the progress of individual pupils and whole year groups; and using the information to set individual learning targets in the core subjects.

(Paragraphs: 26, 51, 52, 89, 114)

- **Develop** the role of subject co-ordinators by:
 - Providing them with sufficient opportunities to monitor the teaching and learning in their subjects and to empower them in this role.

(Paragraphs: 60, 64, 90, 95, 101, 105, 123)

- **Provide**, as funds allow, sufficient resources to support pupils' learning in those subjects where resources are currently inadequate.

(Paragraphs: 63, 67, 90, 110, 119)

In addition, the governing body may wish to consider the following for possible inclusion in its action plan:

- Ensuring that pupils' annual written reports give clear information on progress, and identify what pupils know, understand and can do;
(Paragraph: 53)
- Providing more planned opportunities for pupils' multicultural development;
(Paragraph: 45)
- Developing formal procedures for evaluating the impact of financial decisions on pupils' attainment and progress;
(Paragraph: 62)
- Ensuring that the annual governors' report to parents fulfils all statutory requirements.
(Paragraph: 61)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	47	43	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	311
Number of full-time pupils known to be eligible for free school meals	13

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.0
National comparative data	5.2

School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	55	58	113

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	49	52	53
	Girls	54	56	54
	Total	103	108	107
Percentage of pupils at NC level 2 or above	School	91 (88)	96 (89)	95 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	51	54	54
	Girls	56	55	57
	Total	107	109	111
Percentage of pupils at NC level 2 or above	School	95 (93)	96 (93)	98 (92)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0

White	205
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y2

Total number of education support staff	15
Total aggregate hours worked per week	191

FTE means full-time equivalent.

White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-2001
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	£
Total income	571,181
Total expenditure	550,606
Expenditure per pupil	1,782
Balance brought forward from previous year	10,361
Balance carried forward to next year	30,936

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	312
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	1	0
My child is making good progress in school.	54	38	6	1	1
Behaviour in the school is good.	49	50	1	0	0
My child gets the right amount of work to do at home.	33	52	12	4	0
The teaching is good.	59	38	1	1	2
I am kept well informed about how my child is getting on.	28	40	25	6	0
I would feel comfortable about approaching the school with questions or a problem.	52	41	5	2	1
The school expects my child to work hard and achieve his or her best.	55	41	3	1	1
The school works closely with parents.	29	48	18	4	1
The school is well led and managed.	39	52	2	0	8
The school is helping my child become mature and responsible.	51	43	4	0	2
The school provides an interesting range of activities outside lessons.	15	23	27	13	22

Due to rounding percentages do not total 100.

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

71. Children start school at the beginning of the school year in which they reach the age of five. They are assessed on entry to the school and the results show that standards are average. The majority of children have attended playgroups before starting school. Currently, the children are in four reception classes, although one is at the opposite end of the school from the other three. This does not contribute successfully to the four classes working together as an 'Early Years Unit' even though planning is done together.

Personal, social and emotional development

72. Children make good progress in this area of learning and exceed the expectations of the Early Learning Goals by the time they start Year 1. Children settle quickly into the day-to-day life of the school and into classroom routines. They are helpful and co-operative, particularly when clearing up at the end of the day. In lessons and in the playground, children play happily together and form good relationships with older children and the adults they meet. During the inspection, children were very keen to talk to inspectors, especially about the visit to the farm made on the Thursday of the inspection week. Much to the teacher's dismay one child said, "We would very much appreciate it if you could come with us on our visit." Teaching is mainly good and children are encouraged successfully in their social development and in their understanding of right and wrong.

Communication, language and literacy

73. As a result of good teaching, particularly of basic skills, children make good progress and exceed the expectations of the Early Learning Goals. Speaking and listening skills are mainly good, although in a few lessons children found it hard to concentrate. They initiate conversations: for example in talking to inspectors about books they are reading and pointing out, "These are the animals we are going to see on Thursday when we go to the farm." In most lessons, children listen carefully and are keen and willing to answer questions. Through class assemblies, they have good opportunities to speak to an audience.

74. Progress in reading is good. Pupils are taught effectively letter sounds (phonics) and blends such as 'sh', 'st', 'bl', and how to use pictures to help them read new words. Most children are established on the early stages of the school's reading scheme. They are encouraged to talk about characters and the story, and teachers use questions effectively to assess children's comprehension of what they read. Many children understand the terms 'author', 'illustrator' and 'front cover'.

75. Progress in writing is good. By the end of the Foundation Stage most children write their own names unaided and many write sentences without the help of an adult. They enjoy 'writing' for a range of purposes.

Mathematical development

76. Children make good progress in their mathematical development as the result of good teaching. By the time they start Year 1, most have exceeded the expectations of the Early Learning Goals. Children read, write and order numbers to 10 and carry out accurately calculations using single digit numbers: for example '6 + 4' or '9 - 5'. Most children recognise numbers to 30 through matching their names to their number on the register. Children recognise coins and show a good understanding of combinations to make 10 pence. They sort and classify correctly by shape, colour and size and they recognise common two-dimensional shapes, including squares, rectangles and circles.

Knowledge and understanding of the world

77. Progress in this area of learning is good and pupils exceed the expectations of the Early Learning Goals. In science, children develop a good understanding of living things: for example through their visit to the farm. Children know, for example, that cows give us milk and meat. In information and communication technology, children are confident in the use of the mouse and keyboard and show good 'click and drag' skills in a program where they 'dress a teddy'. Children enjoy using a range of materials to design and make their own 'rockets'. They show good skills in joining their materials together. Teaching is satisfactory, with good aspects and provides children with a successful range of learning opportunities, including Bible stories. They know that Noah 'Built an ark'. Children talk confidently about reasons as to why they should say 'thank you' for people and places in their lives.

Physical development

78. Currently, children have insufficient opportunities for regular outdoor play in a secure area. However, plans are in place in the school improvement plan to address this issue. Children have opportunities through lessons in the hall to make good progress in their physical development: for example through dance lessons. Physical skills in cutting out accurately and joining and sticking, are good. Children's skills in building, using large and small construction kits, are good. In one activity, children responded successfully when building towers to make one 'as tall as the inspector'. Teaching is satisfactory and children exceed the expectations of the Early Learning Goals by the time they start Year 1.

Creative development

79. Progress is good and children exceed the expectations of the Early Learning Goals. Teaching is good, particularly in singing where the quality of singing in the reception assemblies is of a very high standard. Children love singing and this contributes successfully to their spiritual development. They enjoy role play, especially in playing the parts of people they would find in a well known international fast food chain. Children know exactly what to do and say when ordering or serving: for example, "Will that be a large, regular or small drink?" Children enjoy painting, drawing and making collages using a wide range of materials.

ENGLISH

80. Results of the National Curriculum assessments for pupils in Year 2 were well above average in reading and above average in writing in Year 2000. The proportion achieving the higher Level 3 was well above average in reading, but average in writing. In comparison with similar schools, results were average in reading, but below average in writing. The proportion achieving the higher Level 3 was average in reading, but below average in writing. The results of the National Curriculum assessments for the current Year 2 pupils in 2001 show a significant decline in reading and a slight decline in writing.

81. Current inspection findings judge standards in reading and writing to be average, but that they are not high enough. Standards in reading have declined as the result of pupils spending too much time working through the school's reading scheme. In addition, boys are not achieving as well as girls, particularly at the Level 2 and above because reading material is not matched to their interests and needs. Standards in writing have declined as the result of teachers not reinforcing expectations that pupils should use and apply their handwriting, spelling and punctuation skills when writing in literacy or in other subjects.

82. Pupils with special educational needs make satisfactory progress, but it is not at a fast enough rate. There is insufficient emphasis on planning for their specific learning needs within their individual education plans, with the result that pupils receive insufficient support. Pupils with English as an additional language make good progress; they are supported effectively.

83. Pupils have insufficient opportunities to use computers to support their learning in literacy, although there are some good examples of word processed factual accounts of a recent educational visit. Teachers do not plan consistently for the use of computers to support pupils' learning and opportunities are missed. For example, pupils in Year 2 who were writing riddles had no opportunity to word process them.

84. Standards in speaking and listening are good. Pupils listen attentively in lesson introductions and are confident in asking and answering questions. They use and apply these skills successfully: for example when reading their work to the rest of the class. Good links are made with other subjects: for example when pupils in Year 2 wrote and performed their own play using the puppets they had made in design and technology.

85. Standards in reading are satisfactory, but are not high enough. Pupils spend too much time working through the school's reading scheme, with the result that enthusiasm for, and interest in, reading is lacking. Pupils are often reading books which are too easy for them: for example a boy in Year 2 who was reading a low level scheme book, was able to read extracts from 'The Twits' by Roald Dahl with enthusiasm and understanding. Similarly in Year 1, a pupil was reading and understanding 'Harry Potter' at home. Pupils read mainly accurately, but without much expression and more able pupils have difficulties in reading words, such as 'faded' or 'totally'. Reading records show lists of books read, but give no clear analysis of pupils' strengths and weaknesses, with the result that progress is not as good as it should be. Most pupils understand the difference between fiction and non fiction books and know and explain the terms, 'author', 'illustrator', 'contents' and 'index'. Pupils have few opportunities to use the attractive school library.

86. Standards in writing are satisfactory. Currently, standards in handwriting are better in Year 1 than in Year 2 because pupils are applying the skills taught in handwriting lessons in all their writing. As a result, most of their writing in literacy and other subjects is legible and neatly joined. In Year 2, although pupils can join their handwriting, this is not applied consistently in their writing. Pupils' skills and knowledge of spelling, grammar and punctuation are satisfactory, but are not applied consistently in their writing because teachers do not reinforce their expectations that these skills should be used. There is insufficient emphasis on the use of dictionaries and pupils checking their work for errors. Marking is not constructive and as a result does not address these weaknesses.

87. Pupils write successfully for a range of purposes, including stories, poems, letters and factual accounts. For example, in Year 1 a pupil wrote a poem on the theme of 'Dark' which was word processed and showed good application of computer skills. It read:

*'Dark is my favourite
Dark is scary
Dark is black
Dark is my friend
Dark is nice
Dark is good
Dark is like a disco
Dark is fun
Dark is next to the stars
Dark is horrible
Dark is spooky'*

In a Year 2 literacy lesson on 'nonsense poems' and 'rhyme' a group of pupils worked collaboratively to write this poem⁹:

*'There was once a giraffe
That made everybody laugh
By wearing green pyjamas
With molty coloured bananas
With green lips and eating smelling pips
He always wears hair clips'*

88. Pupils use their literacy skills satisfactorily when working in other subjects. For example in Year 2 as part of their work on the Victorians, pupils researched facts on what it would have been like to have been taught in a Victorian classroom. Pupils write in other subjects: for example in retelling the Christmas Story in their own words. They write up results of science investigations and label diagrams accurately.

89. Teaching observed during the inspection was good. However, evidence from pupils' previous work and reading records shows that there are some weaknesses in the teaching of literacy and that overall teaching is satisfactory. In lessons where teaching is good, teachers introduce activities clearly and with enthusiasm: for example in reading 'nonsense poems' which captured the imagination of pupils. Group work is managed successfully: for example in Year 2 where the learning support assistant and parent helpers were used to

⁹ The pupils' work is reproduced unedited.

support groups of pupils using non fiction books. The final, or plenary, session is used effectively to encourage pupils to share their work with the rest of the class. However, weaknesses are evident in:

- The inconsistency of teachers' marking;
- The overuse of photocopied worksheets;
- Inconsistent reinforcement of expectations that pupils should apply skills in handwriting, spelling and punctuation;
- Inadequate reading records;
- Insufficient planned use of information and communication technology to support pupils' learning.

90. The subject co-ordinator has only been effectively empowered to carry out her role since the appointment of the new headteacher. As a result, her role is at an early stage of development. However, she has identified areas for improvement through a clear action plan. She is aware that the library is underused by pupils and that there are significant issues around the quality and condition of books. She has only just taken on responsibility for managing a budget after a period where insufficient money was allocated to the subject. However, she is keen and committed to addressing the weaknesses in the subject.

MATHEMATICS

91. In the Year 2000 tests for seven year olds the school's standards in mathematics were well above the national average for both the expected Level 2, and for the higher Level 3. When compared with similar schools, results were above average for the expected level and well above average for the higher level. This year, standards are not as high and inspection evidence confirms that attainment of pupils currently in Year 2 is above average. Boys have more confidence and perform significantly better than girls at the higher level which does not reflect the national trend. Standards have risen since the last inspection due to the successful introduction and implementation of the National Numeracy Strategy. This has improved teachers' confidence and subject knowledge and given more effective focus to the development of basic number skills. The school is intending to set pupils at the upper end of the school into ability groups for mathematics to further challenge higher attainers and support the needs of individual pupils, including those with special educational needs. All aspects of the subject are well covered, including many opportunities for using and applying mathematics, which contribute greatly to pupils' standards of attainment throughout the school.

92. Younger pupils are developing good mental strategies practising their number bonds regularly and learning their tables at home. By the end of Key Stage 1, pupils add and subtract two digit numbers confidently and measure length, capacity and mass with an acceptable degree of accuracy, using standard units. Higher attaining pupils work successfully with larger numbers and effectively learn to estimate and check their answers. Most pupils have a good understanding of simple fractions and use decimal notation in simple money calculations. They correctly identify the properties of two-dimensional shapes and draw symmetrical patterns. They successfully conduct a survey of the dates of houses in Stratton to produce their own block graph.

93. All pupils, including those with special educational needs, have positive attitudes to mathematics lessons and are keen to succeed. Most pupils listen well

and are eager to answer questions. They enjoy mental arithmetic sessions and are keen to solve problems and complete tasks. Most pupils' behaviour in the classroom is good, which has a positive impact on standards achieved. Pupils work conscientiously as individuals and collaborate well in groups. They have respect for their teachers and others.

94. The quality of mathematics teaching has improved significantly since the last inspection where it was reported to be unsatisfactory in two out of five lessons. No unsatisfactory lessons were seen during the inspection and the quality of teaching was at least satisfactory, with many good lessons. This ensures that all pupils including those with special educational needs make at least satisfactory and, often good, progress in their learning in mathematics. In the best lessons, learning is effective because pupils are well motivated and challenged by the tasks teachers prepare and the pace of lessons is brisk. Where teaching and learning is less satisfactory, expectations are too low, time is not used effectively, the pace of lessons is too slow and insufficient attention is given to planning appropriate activities and using resources for different abilities.

95. The co-ordinator is supportive of staff and has recently been given the opportunity to monitor teaching, but acknowledges that her role is currently underdeveloped. She has identified the need for more resources and problem solving activities to support pupils' learning. She intends to analyse assessment information more effectively to set individual targets for pupils and use the potential of information and communication technology to maximise pupils' learning.

SCIENCE

96. In 2000, the results of the teacher assessments for science showed that pupils were achieving results well above the nationally expected levels. Provisional results for 2001 confirm similarly good results, although there is a drop in standards when compared to Year 2000. There is a significant difference in the achievement of boys as compared to girls and although the school has identified this trend, they have not put strategies into place to overcome it. Although standards have been maintained with a slight dip, the issues contained in the previous inspection report have not all been dealt with.

97. The work seen during the inspection for seven year olds shows that the majority of pupils are confidently working at the nationally expected levels. The above average results show evidence of much practice of these assessments and they do not take into account the standard of pupils' work in scientific enquiry. Pupils have a good knowledge and understanding of content: for example they can recognise and name external parts of the body and they know the dangers of electricity. However, pupils' investigative and experimental skills are less well developed.

98. Teaching is mainly good in all classes and as a result pupils learn and achieve well. In the younger classes, teachers' enthusiasm involves pupils well and they concentrate and try hard. Parents support the learning by bringing guinea pigs into school and give detailed explanations of how to care for the animals. Pupils ask sensible questions and they have good knowledge of how to look after pets as the majority of the pupils have their own pets.

99. In Year 2, pupils make good progress in their understanding of habitats in trees, ponds and walls. One lesson began with a review of previous learning in which pupils demonstrated good knowledge and understanding of living things. Effective questioning of the class drew out ideas about suitable places to live depending on the animal's characteristics. Pupils showed a genuine interest and curiosity, asking questions as well as answering them. The learning is enhanced by pupils' fascination for the stick insects and butterflies on display in the classroom and their recent visit to Sutton Courtenay.

100. The beautiful school grounds are not sufficiently used to support learning in science. This was mentioned in the previous inspection and has still not been dealt with. Pupils record their work with good use of scientific vocabulary, charts and tables. Teachers' marking is unsatisfactory and cannot ensure that assessment is used in future planning. There is too limited use of information and communication technology.

101. The subject is appropriately planned through the school using a commercial scheme as the basis for ensuring progression. However, the co-ordinator's role in monitoring and leading developments is unsatisfactory. This is partly because the school has been concentrating on other subjects and because of the lack of time allocated for this role. There is good informal communication between all teachers, but this is not sufficient. Resources are inadequate and there is no clear action plan with financial implications to show how standards of both teaching and learning will be improved.

ART AND DESIGN

102. In addition to the three lessons seen during the inspection, evidence was gathered from the scrutiny of work, observations of displays and discussion with the art co-ordinator. Standards in art meet expectations for pupils of this age. Pupils draw from observation and plan well. They have been taught about tone and texture and there is evidence that knowledge and understanding in this area are developed successfully as pupils move through the school.

103. Pupils enjoy their artwork and are knowledgeable about techniques they have used. During the inspection many pupils were adeptly using techniques for camouflage. The subject fully includes all pupils in lessons. Boys and girls are given equal opportunity to progress and pupils with special educational needs make satisfactory progress.

104. Displays in classrooms vary from very good to satisfactory. Where they are good they often question and inform, as well as being visually stimulating. Displays in the hall and corridors are satisfactory. A good range of experiences in art is offered to pupils, including textured work on insides of fruit and plants and batik work on animals. There is some good use of information and communication technology where pupils have used graphics programs to produce their own pictures.

105. The co-ordinator has a sound knowledge of the requirements of the subject and shares expertise with staff. She is aware that the policy for art needs reviewing to take account of Curriculum 2000¹⁰. Co-ordination has improved since the last inspection but the co-ordinator has no opportunity to monitor teaching. She carefully assesses her subject by scrutinising planning and observing outcomes. The school needs to consider the development of her management work. The co-ordinator has assessed resource needs but

¹⁰ The revised National Curriculum introduced from September 2000.

there has been no systematic development of resources since the last inspection. A good supply of materials, including scrap materials, useful for art are kept in the art and craft cupboard. This needs reviewing to ensure the full spectrum of artistic opportunities are provided. Pupils now need more opportunities to develop aesthetic tastes and be introduced to the work of other artists.

DESIGN AND TECHNOLOGY

106. Standards in design and technology meet national expectations. Pupils cut and shape materials well and have a good level of competence in sewing whilst making glove puppets. Pupils have made a variety of successful 'plate' masks and masks of other types. Pupils are keen to achieve good results and concentrate well on tasks provided for them.

107. Little teaching was observable during the inspection. Of the lessons seen none were less than satisfactory and some were good. Good teaching was characterised by clear instructions, good demonstration of techniques and clear understanding of desired outcomes. This was clearly exemplified in a Year 2 lesson on puppet making. The puppets had been carefully designed, use of materials discussed and good standards achieved.

108. Pupils have enthusiasm for this subject and many have a clear understanding of the properties of materials to be used. However, they are given few opportunities to demonstrate their knowledge as many class tasks, whilst satisfactory, have been dominated by teachers choosing materials and tasks for pupils. More open ended tasks would allow pupils to demonstrate their creativity fully. A satisfactory activity to make simple sliding mechanisms to move camouflage animals could have been made a more effective learning opportunity by allowing pupils to design, refine and re-make. Pupils with special educational needs make satisfactory progress. Pupils are included fully in lessons regardless of gender, race or ability.

109. The co-ordinator is aware of the need to review the design and technology policy and to monitor the teaching in the school. This in itself would enable the dissemination of some good practice. The subject will have an allocation of time in September which will make its place in curriculum provision more secure. The co-ordinator has a good portfolio of work, with some exemplar pieces. All staff need to discuss standards in design and technology, share good practice and agree standards.

110. Resources are essentially unsatisfactory because of a lack of systematic investment in the subject. A specific budget for the school project on masks, effectively improved the learning opportunities available for the pupils. Construction kits and a greater number and variety of tools are needed to develop design and technology fully. Inspectors did not notice any great improvements in facilities for food technology as referred to in the last report.

GEOGRAPHY and HISTORY

111. Standards meet national expectations in both geography and history and have been maintained since the last inspection. During the inspection, due to timetabling arrangements, it was only possible to see one geography lesson.

Additional information was gained from other sources including discussions with staff and examination of past and present work including displays.

112. In history, pupils are developing a sense of chronology and an awareness of the difference between the ways of life now and in the past. This was very well demonstrated during inspection when staff effectively used role play for a typical Victorian school lesson. By using appropriate materials and artefacts, pupils gained a real understanding of Victorian lessons where many were able to make informed comparisons with their own classroom routines. In geography, pupils learn about their own environment by local field trips, producing a simple map of Stratton and a plan of the school. Comparing Nepal in the Himalayas and Gunjur in The Gambia with Stratton provides good multicultural opportunities. However, these opportunities are not extended sufficiently. A good range of artefacts including instruments, food and tools were put to good use during the inspection to help pupils appreciate the differences in costumes and customs of peoples living in the Third World. The school has begun to use literacy skills successfully in geography and history lessons. Useful examples include a comprehension exercise on the Gunpowder Plot and factual writing on the recent visit to Sutton Courtenay. Numeracy skills have been successfully used to represent findings on a graph of different houses in Sutton and working out the age of a tortoise when comparing old and new pets.

113. Pupils' attitudes to geography and history are good. All pupils including those with special educational needs appreciate the opportunities provided by teachers and during inspection were seen to be clearly enjoying their lessons. They have positive attitudes to learning, listen attentively and demonstrate a lively interest in finding out about the past and other places in the world. Pupils can be trusted to work well together in role play situations and handle resources and artefacts with care.

114. The quality of teaching is satisfactory overall and has been maintained since the last inspection. Many good quality lessons were seen during inspection, but this quality was not substantiated by other evidence, including work scrutiny and displays. Teachers have sound subject knowledge and use good strategies, including first hand experiences and using resources to capture pupils' imagination. This has a positive impact on pupils' learning, including those with special educational needs. However, some lessons are not planned well with inappropriate use of time to maximise pupils' learning. The scheme of work is outdated and the school intends to adopt the Qualifications and Curriculum Authority scheme to provide more consistency in the development of pupils' skills, knowledge and understanding. Assessment procedures have not been developed and as a consequence inappropriately challenging tasks are set for individual pupils. The co-ordinator roles are underdeveloped. They have no opportunity to monitor teaching and learning to support colleagues to ensure that adequate provision is made in teaching geography and history. The co-ordinators have identified the need to revise the policies, increase resources to support the scheme and improve the potential of information and communication technology to improve the quality of pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

115. Standards in information and communication technology are below national expectations and pupils, including those with special educational needs, and those

for whom English is an additional language, make unsatisfactory progress in their learning. Pupils have insufficient opportunities to learn key skills and to apply them.

116. There are a number of factors contributing to low standards and unsatisfactory progress. These are:

- The school has not funded the subject in the past to provide sufficient up-to-date resources;
- The school has only just received its NGfL (National Grid for Learning) funding to upgrade its computer provision;
- Teachers have not received their NOF (New Opportunities Funding) training to update their knowledge, skills and understanding;
- Teachers do not plan consistently for the use of information and communication technology to support pupils' learning in literacy, numeracy and in other subjects.

117. By the end of Year 2, pupils have satisfactory skills in using the keyboard and mouse. When given the opportunity, there is evidence that they are successful in word processing stories, poems and factual accounts: for example of school visits. Satisfactory skills in the use of a graphics program are evident. Pupils have some opportunities to use computers to support their work in handling data in numeracy. However, pupils have insufficient opportunities to use computers on a regular basis, with the result that standards are below expectations.

118. Teaching is satisfactory overall, although teachers do not have adequate resources to allow them to teach the subject effectively. Two lessons were observed during the inspection of which one was good and the other satisfactory. In the good lesson in Year 2, the teacher made the lesson interesting by making a 'race' between a group of pupils editing text by hand, with the teacher editing on screen. Despite the limitations of a single screen which was difficult for all pupils to see, pupils enjoyed the lesson and make progress in understanding the benefits of editing using the word processor.

119. Resources are inadequate, but the school has now received its NGfL money and a decision is to be made as to whether to create an 'ICT Suite' or buy a set of laptop computers. The co-ordinator is leaving at the end of term, but is aware of the inadequacies in the subject caused by a previous lack of investment. Her replacement is aware of the weaknesses in the subject and has a good understanding of what needs to be done in order to raise standards.

MUSIC

120. Pupils' attainment meets expectations in music for seven year olds, but their singing skills are above average. The quality of work with instruments has declined since the last inspection.

121. Only two lessons were observable during the inspection and there is insufficient evidence to comment on the overall quality of teaching. Teaching of singing is good. This is clearly in evidence in the way that pupils sing in assemblies. They sing with good pitch and rhythm. They are enthusiastic and use clear diction.

122. In the lessons seen and from discussions with pupils, there is limited use of percussion instruments. The instruments are only used in a simple way and there is a lack of challenge, particularly for the more musically able pupils. Pupils do not have the opportunity to learn recorders, use synthesisers or other tuned instruments. This restricts their personal development and their progress.

123. The co-ordinator was absent during the inspection but discussions with other staff indicate that the co-ordination is unsatisfactory. The scheme in use at the present time does not fulfil all the requirements of the National Curriculum. Teaching and learning is not monitored. Teachers do not assess pupils' work.

PHYSICAL EDUCATION

124. By the age of seven, pupils achieve standards which meet expectations for their age in physical education. During the inspection, lessons were observed in games. Pupils with special educational needs, and those for whom English is an additional language make satisfactory progress in their learning. They are supported effectively by teachers and benefit from working in small groups and teams, where they receive good support from classmates.

125. By the end of Year 2, pupils know the importance of a warm-up at the start of lessons. They understand the need for exercise to keep their bodies fit and healthy. Pupils show a good awareness of space and change of direction when moving around the hall. They show good skills in throwing and catching a bean bag with two hands. Pupils respond well to the teacher's challenge, "Can you make twenty catches without dropping the bean bag?" Skills are improved when they learn to throw and catch with one hand, using both left and right. Pupils enjoy the game of 'Piggy in the Middle' where they apply the skills learnt. They play fairly and show good co-operation, particularly at the end of lessons when taking part in team relays.

126. Of the four lessons observed, one was good and the remaining three satisfactory. Strengths of teaching include sustained and rigorous warm-ups in which pupils take part enthusiastically. The emphasis of lessons is on the development of skills, with teachers supporting individual pupils effectively in the development of skills and techniques. Lessons proceed at a brisk pace, with the focus on activity. Teachers show good subject knowledge and pass on their own enthusiasm and skills to pupils, with the result that good progress is made. In satisfactory lessons, teachers do not always ensure that pupils respond immediately to the 'stop' command with the result that pupils do not always listen to, and follow, instructions. This poses a potential health and safety risk.

127. The subject is managed effectively and resources are good and meet pupils' learning needs.

RELIGIOUS EDUCATION

128. Standards in religious education do not meet the full requirements set out in the locally agreed syllabus. There are still significant gaps in the knowledge and understanding of seven year olds. This is because a new agreed syllabus has just been implemented and therefore standards cannot be compared to those mentioned in the previous report. Standards are low because insufficient time is spent on

teaching and religious education is not always taught on a regular basis. There are few visits or visitors from the different faith communities. Major festivals of the world faiths are not always celebrated. The subject is not being given the status of a core curriculum subject¹¹.

129. The quality of teaching is satisfactory overall, although during the inspection good and very good teaching was seen. Teachers have good knowledge and understanding of the subject, plan effectively and relate moral issues to a religious base. They make appropriate use of religious objects from Christianity and Judaism both in teaching and in display. This helps foster a strong sense of respect for the range of religious beliefs in the school, which is reinforced by pupils' learning in art and in assemblies. The festivals of Light, Christmas and Easter have been celebrated in assemblies. In a minority of lessons in which the diverse faiths amongst pupils are not fully used, teaching is less effective. Teachers do not assess pupils against the learning requirements of the locally agreed syllabus. This leads them to planning work that is not always matched to pupils' needs, including the needs of higher attaining pupils and those with special educational needs. This is preventing the school from gaining full benefit from the good teaching in individual lessons.

130. Learning is enhanced by a good range of teaching methods, many of which give pupils direct experience of religious belief and enthuse them. In a Year 2 lesson, pupils developed a wider appreciation and understanding of the Jewish faith when they acted out the Friday night Sabbath meal. They learnt the reasons for lighting the candles and eating the Sabbath bread. Younger pupils learn about the Christian faith and relate it to their own experiences of church. They write their own prayers, and understand what one might thank God for. However, lessons are often very teacher directed and there are missed opportunities for the further development of speaking and listening, reading and writing skills.

131. Work in religious education does not make an effective contribution to pupils' literacy skills. Pupils are not encouraged to write independently. Work is not always recorded. There are too few links between religious education and the literacy hour, and limited use is made of computers in teaching the subject. The subject co-ordinator is new to the role, and has not had the opportunity to monitor the quality of teaching and learning. Nevertheless, the good quality of teaching in individual classes, and the respect with which the subject is treated by pupils and teachers throughout the school, places it in a good position to make further improvements.

¹¹ Core subjects are English, mathematics, science, information and communication technology and religious education.