

# INSPECTION REPORT

**CHRIST CHURCH C OF E INFANTS SCHOOL**

**NEW MALDEN**

LEA area: Kingston

Unique reference number: 102185

Headteacher: Brenda Mitchell

Reporting inspector: Peter Sudworth - 2700

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup>, November 2001

Inspection number: 194186

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infants
School category:	Voluntary Aided
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
School address:	Lime Grove, New Malden Surrey
Postcode:	KT3 3TW
Telephone number:	020 8942 3890
Fax number:	020 8949 0433
Appropriate authority:	Governing Body
Name of chair of governors:	Dr. E. Hill
Date of previous inspection:	21 <sup>st</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Sudworth 2700	Registered inspector	Science; Information and communication technology Design and technology; Foundation Stage; Special educational needs; English as an additional language.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
Ann Bennett 11414	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with its parents?
Marjorie Archer 20407	Team inspector	English; Music; Art and design.	
Gordon Tompsett 30717	Team inspector	Mathematics; History; Geography; Physical education.	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Christ Church C of E Infants School, situated in the centre of New Malden, educates pupils from 4-7 years. Pupils begin their education part-time in the September before their fifth birthday. They begin full-time education in stages thereafter according to their date of birth and parental wishes but all have an opportunity to do so by the following January. As the admission number of 70 is awkward when arranging classes, the oldest ten Reception children are taught for most of the week in a Year 1 class to keep class sizes at reasonable levels. They spend three afternoons with the other Reception classes when room is created because part-time children are not on the premises. There are 209 pupils on roll, and 13.6 per cent have English as an additional language, a figure much higher than the national average. Korean pupils constitute the most numerous group of these pupils. About 15 per cent of the school's pupils are on the special educational needs register, slightly below the national average, but none has a statement. The school experiences significant pupil mobility. In the past academic year, 12 per cent of the pupils left the school and a similar proportion joined. The percentage of pupils entitled to free school meals, approximately ten per cent, is below the national average. Attainment on entry is broadly average. The school had gone through a period of instability during the eight months immediately preceding the inspection because the headteacher resigned and temporary interim arrangements had to be made.

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

The school provides a sound education for its pupils. Children in the Reception age group reach expected standards by the end of the Reception year and make good progress in literacy and numeracy. Standards are at expected levels in most subjects by the end of Key Stage 1 but they are below expected standards in design and technology, geography and art and pupils' achievements are unsatisfactory because insufficient time is given to these subjects. The quality of teaching is good in the Foundation Stage and satisfactory in Key Stage 1. Despite the recent instability, the leadership and management of the school are good in many respects. Overall, the school provides satisfactory value for money.

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

- The teaching is good in the Foundation Stage;
- Procedures for assessing and monitoring pupils' progress are very good;
- The provision for pupils with special educational needs is very good;
- Procedures for child protection and pupils' welfare are very good;
- Parents think very highly of the school;
- Provision for pupils' moral and social development is good.

## What could be improved

- Pupils' progress in art, design and technology and geography;
- Both the balance of the overall curriculum and the balance in the sequence of pupils' learning experiences during the week;
- The coherence and quality of work in personal, social and health education;
- The provision for pupils who have English as an additional language;
- Opportunities for pupils to take their own decisions and to develop their independence;
- The management of arrangements when pupils are withdrawn from lessons for individual and small group work;
- Outdoor play and learning facilities for children in the Foundation Stage.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 and has made sound progress since that time. The quality of teaching is better, particularly in mathematics. The criteria for identifying pupils with special educational needs are clearer. The individual education plans are more detailed and more appropriate. Pupils' progress is tracked more carefully throughout the school and record keeping is of a better standard. Pupils' attitudes to their work have improved. Teaching assistants are used more effectively. Parental opinion is much more supportive of the school. Standards in art and design and technology are still below expectations. Standards in geography have fallen. Schemes of work are now in place for all subjects, but the curriculum and timetables are not very well balanced and give too much time for some elements of learning and not enough time for others. Pupils' cultural development is still rather limited. The programme for personal, social and health education is still not yet well developed. Given the current staff there is good potential for further improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	C	B	B	B
Writing	C	D	C	C
Mathematics	B	D	C	C

**Key**

well above average      A

above average          B

Average                  C

below average          D

well below average      E



The grades in the similar schools column reflect the decision by the inspection team to put the school in a bracket which represents a greater proportion of pupils being entitled to free school meals. This reflects more accurately the school's intake, the well above average percentage of pupils with English as an additional language and the actual eligibility rate for free school meals. Most children in the Reception classes meet the expected standards before they commence Year 1. The trend of results in national tests in English, reading and writing at age seven has been rising slowly over recent years. Most current Year 2 pupils are expected to reach expected standards in reading, writing, mathematics and science before they transfer to the junior school. Given current progress a few pupils could reach a higher than expected level in these aspects of work. In most other subjects, standards are appropriate for pupils' ages. Pupils make sound progress in most aspects of their work except in geography, design and technology and art in which standards are below expectations and progress unsatisfactory. The school exceeded the targets set by the Local Education Authority in the last academic year in mathematics, reading and writing. Pupils with special educational needs make good progress and those with English as an additional language make satisfactory progress overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work and show good levels of interest.
Behaviour, in and out of classrooms	Pupils' behaviour is good both in class, outside and around the school. The pupils are courteous and respectful to one another.
Personal development and relationships	The personal, social and health education programme is not yet organised as a coherent scheme across the school. In their general work, pupils do not have enough opportunities to make their own decisions, to make choices and work independently. There are good relationships amongst the pupils and between the teachers and pupils.
Attendance	Good; above average. Most pupils are punctual for school. A few pupils are brought to school late by their parents on occasions.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Satisfactory

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

Teaching in the Foundation Stage is good. In Key Stage 1 the teaching of literacy and numeracy is often good. The overall quality of teaching is sound when all lessons are included. Teachers manage the pupils well. They make good use of resources in lessons to help pupils understand their work. They track pupils' progress well and often use the information to plan future lessons. The teaching of pupils with special educational needs is very good. It is satisfactory for those who have English as an additional language. On occasions the pace and challenge of lessons could be better and clearer instructions given

before pupils begin their activities. When they plan their work, teachers often do not sequence the order of written and practical work well enough and pupils are sometimes engaged in one particular form of activity for too long. The pupils can then become a little restless.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is not very well balanced overall. Insufficient time is given to geography, art, design and technology and history, which affects their progress in the first three of these subjects. The programme for personal, social and health education is not yet well structured. There is a limited but generally satisfactory range of extra-curricular activities given the pupils' ages.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs make good progress and they are well taught. The individual education plans are of a very good quality. The resources used, such as good quality reading games, are proving very successful.
Provision for pupils with English as an additional language	Teaching provision for pupils with English as an additional language and who need extra language support is sound overall but could be improved. They sometimes miss important elements of learning when they are withdrawn from class. Pupils make satisfactory progress. All pupils with English as an additional language integrate well with the other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is satisfactory overall. The provision for pupils' spiritual and cultural development is satisfactory. It is good for their moral and social development.
How well the school cares for its pupils	There are very good procedures for child protection and pupils' welfare. Very good arrangements are in place to track and record pupils' progress. Record keeping in the Foundation Stage is particularly thorough.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher is keen to develop the school further and has made a very good beginning to managing the school. Subject co-ordinators are effective in monitoring planning and evaluating standards of work in most subjects.
How well the governors fulfil their responsibilities	Sound. The governors fulfil most of their statutory responsibilities. There are a few omissions in the annual report to parents and in the prospectus. The governing body continues to develop its systems since it formed two years ago. It is being well led by its chair.
The school's evaluation of its performance	Good. The school tracks pupils' progress well and evaluates the outcomes to plan their future work. The school development plan needs a slight adjustment in order to ensure it can measure the relative level of success in

	the different initiatives it undertakes.
The strategic use of resources	Good. The school has a large financial balance but plans are at an advanced stage to use this money to improve the building and outdoor areas. Day-to-day management of the budget is very good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Over 94% of parents state that:</p> <ul style="list-style-type: none"> <li>• Their children like school and are making good progress;</li> <li>• Behaviour is good and the school is helping their children become mature and responsible;</li> <li>• The teaching is good;</li> <li>• The school well led and managed;</li> <li>• The school works closely with parents and are well informed of their children's progress;</li> <li>• The school expects their children to work hard and achieve their best;</li> <li>• They are kept well informed about how their children are getting on;</li> <li>• They feel comfortable about approaching the school with questions or concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• The school does not provide an interesting range of activities outside lessons.</li> </ul>

The inspection team agrees with almost all the parents' positive views. Teaching is good in the Foundation Stage and satisfactory in Key Stage 1. It agrees with parents that the school provides few extra-curricular activities and this is similar to many infant schools. Overall, the team thinks that this provision is satisfactory.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry is average overall. Children in the Foundation Stage make good progress in mathematics, reading and writing. They are beginning to recognise numbers up to fifteen. They learn about digits and many are able to count objects accurately up to ten. They can count on and some are beginning to do simple mental calculations, such as adding on one. They appreciate terms such as 'before' and 'after' with reference to the order of numbers. They are beginning to understand 'less' and 'more than'.

2. They are making good progress in their knowledge of letter sounds and some can put two letters together to make a two letter sound such as 'it'. A few have made a start to reading simple books. Their social skills are developing soundly and reach expected levels by the beginning of Year 1. Their physical and creative development and knowledge and understanding of the world reach expected levels and the children make the expected gains in their learning. They learn to use a computer. In their thematic work they learn about different forms of transport, make large cars out of blocks and through such experiences make the knowledge their own.

3. At age seven, there has been a slow improvement in results in national tests in recent years with more pupils gaining the higher levels. The improvement in the performance of boys has been better than that for girls but there has been considerable erraticism in the trend of results and even across aspects of subjects within the same year. In 2000 the girls' performance in reading was their best in the last five years but their performance in writing in the same year was their worst in the last five years. Over the past few years the performance of boys in reading and writing has been less good than that of the girls. The difference is greater than the national average difference in reading. Nevertheless boys have been attaining slightly better than boys nationally in these two areas. Girls have been doing better than girls nationally in reading. Writing standards are similar to those of girls nationally. Boys have been attaining as well as boys nationally in mathematics and outperformed the girls who had not been doing so well until 2001 when they made up much of the leeway. Overall the pupils have done best in reading in national tests over the past three years, very slightly better than the national average in writing but less well in mathematics.

4. Standards in reading, writing and mathematics are at a slightly higher standard than at the time of the previous inspection. In 2001 the percentage of pupils obtaining the expected level at age 7 was about the national average in reading. In writing and mathematics the percentages were above average. Teacher assessed results in science were broadly in line with the national average. In comparison with similar schools, pupils' performance was above average in reading and average in writing and mathematics.

5. Current standards meet expectations in most subjects and pupils are making satisfactory progress. In English most pupils are attaining expected standards in speaking and listening, reading and writing and a few above. Pupils have a good knowledge of phonics, which helps them to decipher unknown words. Their writing and spelling reach a sound standard and handwriting is often neat, joined and well formed by the end of Year 2. They can use a contents and an index by Year 2. Inspectors discussed books with some pupils but they were not able to express opinions about favourite authors or

styles of books they preferred. In mathematics pupils use correct terminology to describe what they are doing and they are gaining a secure understanding about number and shape. Most can deal with two digit numbers by Year 2 and some are beginning to add two sets of two digit numbers together. Standards in science investigation are improving but they were a weaker element of the pupils' science skills in 2001, as was their knowledge of life and living processes. Observations of pupils' skills in these aspects were found to be broadly satisfactory during the inspection but reliance on poor quality worksheets is hindering their progress in investigative work and recording techniques.

6. Standards do not reach expected standards in design and technology, art and geography and make unsatisfactory progress because insufficient teaching time is given to these subjects. Standards are similar to those reported at the previous inspection in art and design and design and technology, although they are not as high in geography.

7. Pupils with special educational needs make good progress because of the very good arrangements made for them. Pupils with learning difficulties are picked up at an early stage and their difficulties are monitored and diagnosed. The teaching, especially by the special educational needs teacher, is very skilled and helps pupils to retain their interest. The very good use of learning games and other visual material stimulates the pupils and they are keen to take part in the sessions. The individual education plans are of a very good quality and parents work in partnership with the school in helping these pupils to make good progress.

8. Pupils with English as an additional language make satisfactory progress overall. In some classes they make better progress than others do, especially where the teacher's assistant uses pictorial methods to help pupils understand what the teacher is saying. Sometimes when these pupils are withdrawn in groups, the pupils make little progress because the teaching does not take sufficient account of the pupils' needs and interests and they miss important work in other subjects, such as practical science.

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

9. Pupils bring from home good attitudes towards work. They arrive happily and are keen to get involved with the day's activities. The youngest pupils remain attentive throughout introductory sessions because their teachers involve them actively, by holding letters, singing mathematical songs or counting objects. The pupils are keen to 'have a go' at everything, and are having to learn that they cannot always do so. Their day is quite organised, and so they have little opportunity to develop their own ideas or work independently. By Year 1 pupils settle well, concentrate and clearly expect to finish the tasks they are given, and most do. In Year 2 pupils enjoy working really hard: they showed great interest in drawing Mendhi patterns, and faced with intricate designs overcame their initial problems. They are pleasantly surprised and pleased by the sound their musical pattern makes, and have fun working with a robot they program. Pupils' attitudes to work have improved since the last inspection.

10. Behaviour in class is good and this is an improvement since the last inspection. There is occasional restlessness when the sequence of learning activities means that too many writing tasks occur on the same day. Behaviour is good in the playground and on formal occasions like lunch and assembly. No oppressive behaviour of any kind was observed during the inspection. No pupils were excluded in the past year. Pupils understand the implications of their actions on others. The behaviour policy is explicit and practised. One boy was observed being required to apologise to another for hurting him. The school has adopted a good behaviour and conduct programme, that all staff and adults who work in the school implement with thorough consistency. Its impact on the pupils can be seen in their good behaviour and attitudes.

11. Pupils know the words and join in the prayers and hymns. They close their eyes and speak prayers out with childish respect. They listen to clergy regularly in assembly, and can attend festival services in church. Some ask hard questions, like “Who created God?” and want answers that are real to them. Discussion times when pupils gather in a circle are not yet well enough established to give pupils quality, regular opportunities to speak about things, which are important to them.

12. The school provides its pupils with a very organised day. They are often very directed in class, as they go in and out of assembly and when they go to lunch. Whilst these arrangements provide security in routines, pupils’ ability to organise themselves becomes restricted, for example when small groups are required for a lesson activity. Relationships between pupils, and with their teachers are good. They are very good in the Reception classes. Pupils trust their teachers, and there is a healthy mutual respect. Teachers use praise well, and this encourages pupils to learn, and boosts their self-esteem.

13. Attendance at the school is above the national average. There has been a good improvement in the last year, as a result of systematic monitoring and the good relationship established by the head teacher with parents. Unauthorised absences remain broadly in line with other schools nationally. There is still a number of pupils arriving late to school each day.

14. The children develop maturity throughout the school and become well-rounded people. However, during the inspection pupils had few opportunities to make decisions for themselves and rarely made choices of their own. They are kind and well balanced. The children are taught to care and show respect for others and their property. Older pupils act as daily ‘care bears’ and help children who may have problems. Pupils develop confidence from an initial shyness. They want to achieve and do well.

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

15. The quality of teaching in the Foundation Stage is good. It is satisfactory overall in Key Stage 1 where it ranges from occasionally very good to occasionally unsatisfactory. Overall, the quality of teaching is satisfactory. Of the lessons observed during the inspection, 9 per cent were very good, 36 per cent good, 51 per cent satisfactory and five per cent unsatisfactory. There is less unsatisfactory teaching than at the time of the previous inspection.

16. The staff in the Foundation Stage provide a very attractive environment for learning. They use resources effectively to help the children’s understanding and to give them a range of experiences. Activities are very well prepared. Teaching in the Foundation Stage is characterised by a ready enthusiasm, a sense of enjoyment and fun, a very good relationship with the children and a generally well balanced Foundation Stage curriculum. The weaknesses in the Foundation Stage curriculum lie in the development of the children’s personal and social skills and in the opportunities for outside play. The children do not have enough opportunities during the week to choose their own activities and to determine the length of time that they stay at an activity. Sometimes work is too directed and the children are not thinking enough for themselves. For example, when they moved to a taped movement programme they were too directed about how they should move. The provision for creative and physical outside play are limited by the current facilities. The school is aware of this and has plans to develop the external area. On occasion playtime provides an unnatural barrier to their learning and concentration, especially when they are immersed in serious activity.

17. Expectations of good behaviour in the Foundation Stage are high. There is usually a busy, purposeful atmosphere in the Reception classes. As a result, the children engage well in their learning and are making good progress in some aspects, particularly in English and mathematics. A wide range of

strategies is used in these two areas of learning. In one mathematics lesson, the children had to close

their eyes and count the number of stones the teacher dropped in a tin. They then had to add one on in their heads. The children have good opportunities to play number games which consolidates and develops the children's counting-on skills. There is a good approach to the teaching of phonics. The teachers combine the sound of the letters with actions so that the children are helped to remember the sounds.

18. Children in the Reception /Year 1 class are catered for well and activities planned carefully to meet their needs. On three afternoons these children join their peers in the other Reception classes and engage in a similar range of activities covering similar content. Very good records are maintained of the children's progress and a bank of evidence is being obtained in order to set activities, which promote and challenge children's learning according to their capabilities. The teaching assistant and Nursery nurses are an effective part of the teaching team in the Foundation Stage and their work is of good quality. They frequently involve themselves in the children's play to develop the children's ideas and language and often think ahead so that they are well prepared for eventualities.

19. The very best teaching in Key Stage 1 is typified by a crisp, business like approach which demands attention and good behaviour. As a result, pupils take part in such lessons with enthusiasm because of the challenging methods, which demand their immediate attention. Very good use of praise, well selected and appropriately challenging tasks encourage all pupils to take part with confidence. The teachers' enthusiasm is imparted to the children. There are clear instructions for activity tasks and very good working routines.

20. Resources are generally used well in lessons. In one lesson the pupils used 'Pixie', a small robotic toy which could be programmed to move in different directions. Good use was made of correct mathematical language for the moves and turns and to give directions. The pupils were soon on task and working purposefully. The teacher moved quickly from group to group to ensure all could cope with their work. The lesson was very well prepared, structured and delivered. One boy said, "That's fun", summing up the enjoyable learning. Extension work was planned for mathematically more able pupils.

21. Key Stage 1 teachers provide warm, bright, colourful and attractive classrooms, which provide a good environment for learning. Questioning of pupils is sound and explanations are generally clear which ensure that pupils can begin work quickly when they begin their activities. In one class the teacher had provided photographs of events from the past and the pupils were asked to become detectives. They examined the photographs to look for detailed evidence that they were old. In a Year 2 science lesson, pupils were making simple circuits using batteries, bulbs and buzzers but some of the equipment was faulty which did not allow some pupils to make the circuits. Nevertheless the pupils were able to state which parts were possibly faulty, which indicated some understanding of what they were doing.

22. Numeracy and literacy lessons are generally taught effectively in Key Stage 1. They teach the skills of reading and writing, including handwriting well. In mathematics pupils are taught to double numbers from an early age and to use number fans to give their answers in mental sessions. This ensures that all pupils are thinking individually, although computer programs in mathematics sometimes use inaccurate terminology. One such program used the term 'lightest' when referring to the lighter of two objects. Occasionally mathematics teaching was unsatisfactory. One such lesson about time lacked rigour, the pace was too leisurely and insufficient attention was given to the mathematical element involved. There was too much general discussion about the things pupils do in different parts of their day. Pupils made very little progress as a result.

23. Teachers are using computers increasingly across the school, enabling pupils to gain confidence in their use and much of this work is to good purpose as when it is linked to their English and mathematics work. Sometimes, however, insufficient thought is given to the appropriateness of the content. In a Year 1 group lesson, pupils were finding information from an 'encyclopaedia' to obtain information about



transport. Whilst the content was well matched for some pupils, others were presented with a program which was far too difficult. They could not understand the information, which was downloaded about the functioning of jet engines and 'compressed air being drawn in by rotating fan blades'. These pupils' knowledge was not enhanced. Class demonstrations of information and communication technology skills, such as word-processing techniques, are sometimes not as effective as they might be. The small screens used mean that not all pupils can see clearly and the angle at which they are seated obscures the screen for some, reducing their overall effectiveness, despite often good teacher knowledge about the subject.

24. Drama teaching is given due importance and is sometimes imaginative. In one good lesson the teacher acted the part of a toy shop owner who had received notice from the council that the shop had to shut. The children had to imagine they were shop toys who could talk and had to decide what they were going to do. Pupils worked effectively in groups as different types of toys and gave their suggestions. One pupil imagined she was a magic fairy and would freeze the council in ice. The pupils were very enthusiastic in wanting to give their ideas, but frequently not able to wait their turn in discussion but they were, nevertheless, thoroughly engrossed. The lesson concluded when the teacher, the 'shop owner', complete with flat cap, received a 'telephone call' from the council stating that they had decided to change their decision. One girl stood up, put her hand on the teacher's knee and said, "I told you they wouldn't dare close down the shop".

25. The teaching of music ranges in quality but is largely satisfactory. In the best work observed pupils listened to and appraised a piece of classical music but in another lesson pupils were not properly prepared for their compositional work, gave insufficient thought to their choice of instrument to represent thunder and merely chose their favourite instruments. The lesson objective was not achieved. In another lesson interesting content was spread over too long a period and as a result became pedestrian. A greater variety of content was needed to maintain pupils' interest. In another music lesson a graphic score was unduly complicated.

26. Some lessons are interrupted too frequently by pupils being withdrawn to change library books or for other purposes. On one occasion English as an additional language pupils were withdrawn from a science lesson and missed the opportunity to work practically on science activities.

27. The teaching of pupils with special educational needs is particularly effective when they are in small group settings and very imaginative. There is a very clear focus to their work, their interest is maintained by the use of a variety of learning games and visual images including textured toys. Their needs are known well and their difficulties are addressed through these materials. An excellent relationship with the pupils enhances their confidence and they make good progress in their learning. In one game, pupils had to throw a die, match the colour to the colour of a cube covering words on a board, and they then had to read the word. The pupil kept the cube if they could read the word. Pupils were keenly competitive to read the words to obtain the most cubes. Occasionally pupils are seated awkwardly in the groups and they are looking at words from the wrong angle, which makes it difficult for them to read.

28. The teaching of pupils with English as an additional language is satisfactory. They receive good support when they are in classrooms from the teaching assistants. There is particularly effective practice in one of the Reception classes. The Nursery nurse gathers the English as an additional language pupils to her side as pupils sit on the carpet during the teacher's whole class discussion. She quietly talks to them to help their understanding and uses a small white board to draw illustrations to help them understand what is being said. Teaching assistants are used very effectively in general classroom work with all pupils and they are a good support to the pupils. Their responsibilities are clear and teachers ensure they know in advance what they are expected to do. In the best practice, the teaching assistant has

an outline plan of her work for the week so that she can plan ahead. When pupils are withdrawn for class for specific tuition they do not always behave well and the pupils tell jokes in their own language. This is because the group sessions are not taught skilfully enough and the pupils lose interest. In one lesson pupils were discussing emotions on faces from a wall-chart but selection of the emotions chosen at times such as 'guilty' were difficult to describe and understand. Reference to baldness and beard were made without reference to visual clues.

29. The teaching of personal, social and health education and circle time when pupils sit together in a circle to discuss issues is not well co-ordinated and those observed lacked a sense of direction and purpose. Pupils do not listen well as the agenda is not set. Pupils wander through a series of issues raised by the pupils. Circle time rules and expectations are not firmly established. There is insufficient teaching of geography, design and technology and art and design and pupils make unsatisfactory progress in these subjects as a result. In other subjects the overall quality of teaching is satisfactory.

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

30. The overall range of learning opportunities is unsatisfactory. This is because of the lack of balance in the curriculum, including the sequence of activities during the day. On some days in some classes there is a too heavy concentration on similar kinds of desk-bound work whilst on other days there is an emphasis on more practical assignments. Overall, too much time is devoted to English type activities at the expense of other subjects. Most subjects meet statutory requirements but the content in geography, art and design and design and technology is very thin and not enough emphasis is given to the Programmes of Study, resulting in below expected standards in attainment by age seven. There were similar criticisms of art and design and design and technology at the last inspection. The curriculum imbalance represents a regression since the last inspection. Nevertheless, there has been substantial improvement in the provision of schemes of work, which now cover all subjects. At the time of the last inspection several subjects had no policies or schemes of work. The national strategies for the teaching of numeracy and literacy have been implemented well and are having a good effect on the pupils' learning overall. Good arrangements are made to cope with the two-year age-span in some classes by arranging a two-year programme of themes.

31. The school is fully committed to the provision of quality education and to ensure that equality of opportunity is present, so that all pupils have a chance to take part in the full range of social, physical and academic activities. However, in practice there are some problematic features in this regard. Pupils miss parts of lessons quite frequently for various reasons. Pupils are withdrawn from classes for information and communication technology work in the small suite. English as an additional language pupils sometimes miss important work, such as science, for small group withdrawal sessions, and pupils are withdrawn in small groups for library exchange. These arrangements cause significant interruptions to lessons and affect the teachers' organisation, pupils' concentration levels and the general flow of lessons.

32. Long- and medium-term plans are written for all subjects and give a clear indication of what is taught. Literacy and numeracy skills are being effectively used in most other areas of the curriculum. Information and communication technology skills are also used well across most of the curriculum.

33. Provision for pupils' personal, social and health education, including circle time, is unsatisfactory and in need of review. As at the time of the last inspection, the programme for this aspect of work still lacks coherence and quality planning. The staff has not been given training and the policy is outdated. The approach to 'circle time' is inconsistent throughout the school. The school does not have a drugs policy.

34. Considering the age of the pupils, the range of extra-curricular activities is satisfactory. Members of the school staff provide a country-dancing club in the summer. Visiting staff provide recorder tuition. Pupils may buy into judo, French and violin lessons but these are provided privately and are fee-paying. Regular book weeks enable the pupils to meet and work with authors and storytellers, giving pupils some quality experiences.

35. The contribution of the community to pupils' learning is good. The school has good relationships with many local groups, particularly the church, greatly enhancing the pupils' experiences. Visitors to the school from the local community provide other valuable links and are well used to support in class. There are good links with the local junior school, for example at sports day, and initial teacher training establishments.

36. The provision for pupils with special educational needs is very good and they make good progress. The individual education plans are of very good quality and kept up to date. A good variety of resources helps to provide stimulating sessions when pupils with special educational needs are occasionally withdrawn from class for small group work. The provision for pupils with English as an additional language is not always as effective as it might be.

37. The school makes satisfactory provision overall for the pupils' spiritual, moral, social and cultural development. The provision is good for their moral and social development. This is an improvement since the time of the last inspection. The school policy on spiritual, moral, social and cultural development is a good document. It gives clear definitions and sets out four factors which link to this provision, the school ethos; the curriculum; collective worship and church links with the community. Although the school policy contains plenty of good ideas, these are not routinely built into long- and medium-term curriculum planning.

38. Pupils' spiritual development hinges on the formal aspects of the day: class prayers, now said in all classes, collective worship and grace before lunch. Assembly themes are Christian and cover a wide range of Bible stories and references to the Christian calendar. The acts of worship observed complied with statutory requirements, although rarely involved pupils in a practical way to make them more interesting. They are serious occasions, and lacked a little fun and enjoyment. The seating arrangements put a distance between the pupils and the leader that does not encourage participation. In order to celebrate the Millennium the school arranged for a star to be named as 'Christ Church'. The star map was not impressive, but the pupils were amazed as they looked for the star; this good example could be built upon.

39. The school has a firm Christian ethos, with clear expectations of Christian moral standards. Pupils are taught right and wrong, for example through consistent application of the behaviour and discipline policy, and pupils are expected to say 'sorry' to each other and so begin to understand forgiveness. Some classes display classroom rules. Pupils are encouraged to give to charitable organisations. They support both single events and regularly give small amounts each week to an Indian orphanage. There is good provision for their moral education.

40. The new co-ordinator for personal, social and health education is aware of the need to update the policy for this aspect of work, which is not included in the weekly planning format sheet. Teachers use different mechanisms to teach pupils' personal development for example, circle time; discrete personal and social development lessons; drama; speaking and listening; 'show and tell' sessions. Lessons observed indicated a variety of practice and quality but overall teachers are not clear about the purpose and structure of such lessons. Expectations are unclear because teachers have not been trained in school policy and consistent practice. In spite of this, the school makes good provision for its pupils' social development because of its warm and caring ethos and its expectations. Pupils learn about social responsibility through undertaking routine tasks in their classrooms. Year 2 pupils operate a 'care bear' system, whereby they look out for lonely or upset children in the playground.

41. Provision for pupils' cultural development is satisfactory, but limited. The music used in assembly is almost entirely western, classical and instrumental. Pupils are not exposed to music from other countries, modern music or singing at such occasions. Within the taught curriculum, Year 2 pupils study a 'celebrations' theme, in which they look at aspects of other cultures, and are introduced to some ideas, such as Mendhi painting. This is useful but shallow because it is removed from the religious context. There are now a significant number of Korean pupils in the school; the opportunity to compare and contrast cultures is readily available. The school is missing opportunities to broaden and extend its pupils' education by not planning for them within the taught curriculum. Pupils from other countries and cultures are welcomed in school and a celebration of their cultures enriches the curriculum on occasion.

42. The school largely ensures that equal opportunity issues are addressed satisfactorily. However it does not consider sufficiently the disruption caused to teachers and to the class as a whole when pupils are withdrawn from lessons for different activities such as computer work, music tuition or to change books. An evaluation of the quality of work being done in these withdrawal arrangements has not been carried out.

43. An able pupils register is in place but as yet no particular provision has been made because of management and staff difficulties.

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

44. The school makes very good provision for ensuring its pupils' welfare and judgements are similar to those at the last inspection. The head teacher knows the pupils and their parents very well, and they are confident about approaching her with any problems. She takes responsibility for matters of child protection, and keeps close links with all the relevant support agencies. Good informal communication between the staff make sure that all are aware of any important concerns. There are very good arrangements for recording accidents and incidents during the school day, and pupils who are injured or unwell receive a good level of care. The medical facilities are conveniently situated for proper supervision. The school has dealt with the health and safety shortcomings at the time of the last inspection, and regular health and safety inspections take place. The 'Visits and Journeys' policy is overdue for review, and does not reflect current good practice.

45. Teachers know their pupils very well, and keep good records of their academic performance. In Reception class, teachers also keep details of pupils' personal development. Each class has an external door, and teachers greet pupils and their parents or carers at the door. Close interaction with parents means that all teachers have a good informal understanding of their pupils' personal development and so can work supportively together. The fact that personal and social education is not fully integrated into the curriculum somewhat limits pupils' opportunities to discuss matters of concern and to develop socially.

46. There are very good procedures for monitoring attendance, using the school's computerised register. The head teacher uses a personal approach with parents of children who attend more irregularly, resulting in a significant improvement in attendance during the last school year.

47. There are good procedures for promoting good behaviour, a consistency of approach and various awards that are valued by the pupils. Teachers no longer have the problems associated with managing unsatisfactory behaviour mentioned in the last report. Unkind or anti-social behaviour is taken seriously, and dealt with appropriately. Pupils are well known by their classroom assistant and their midday supervisor, and this continuity helps to ensure a consistent approach to behaviour throughout the day. Midday supervisors accompany the pupils back to their classrooms after lunch

ready for work.

48. The school has very good procedures for assessing pupils' attainment and progress. Regular half-termly assessments are made and targets set for the next stage in their learning. All these assessments are recorded well and the pupils' progress can be tracked from Reception onwards. With the exception of the Reception classes, there is some inconsistency in the quality of marking. In some classes there is not enough helpful and developmental marking to help pupils improve. Sometimes the marking does not relate to individual pupil targets. In other ways the procedures for monitoring and supporting the pupils' academic progress are very good as regular checks on progress and targets are made and acted upon in a very positive and developmental way.

49. Record keeping is good and improved since the last inspection. Teachers keep very detailed records of pupils' progress in all aspects of English, in mathematics and science. They also keep ongoing jottings of progress which contribute to their evaluation of pupils' progress. Foundation Stage records are particularly thorough.

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

50. As at the time of the last inspection, parents are very supportive of the school, and feel that it has gone from strength to strength. A good number attended the pre-inspection meeting, and well over half returned the pre-inspection questionnaire. These indicated a very high level of satisfaction (over 94 per cent) with all areas of the school's work, with the exception of extra-curricular activities; just over one half thought the school provided an interesting range of activities outside lessons. The inspection team agreed with parents' response but finds, nevertheless, that such a level of provision is typical of many infant schools and the inspectors consider the arrangements to be satisfactory.

51. The school has very effective links with its parents because both parents and teachers feel they have ready access to each other. This is helped by the opportunity to talk to each other as pupils are collected from the classroom door each day. Parents have confidence in the new head teacher, and feel she listens to them. Large numbers of parents are busy in the school each day, working in classroom or on associated tasks like changing pupils' reading books. They make a very valuable and regular commitment of time. Parents support the school very well financially, through the events organised by the Parent Teacher Association. Their notice boards at the gates are bright and contain useful information about forthcoming activities.

52. The school communicates very well with parents. Attendance is high at information meetings and parents' meetings with teachers. There are regular half-termly newsletters, which pass on important information in a friendly manner. Class teachers send half-termly 'topic sheets', printed on paper colour-coded to the class name. Hand-written in a very good style, they involve parents by requesting practical help, although legibility would be improved through being word-processed. Pupils' annual reports have improved since the last inspection. They now follow the format of the Local Education Authority's Record of Achievement and give parents very good information on what their child knows, understands and can do. There is also clear information on how to improve. A few pages of the prospectus have been translated for Korean parents, and the church is able to provide a translator for meetings when required.

53. Parents support the school very well at home, through reading with their children and encouraging a positive attitude towards learning. At the time of the last inspection only two-thirds of parents were happy about the work their children were given to do at home; the figure is now 96 per cent. There is a useful home-school link book, and a mathematics games library. Arrangements for

parents of pupils with special educational needs to attend the regular review meetings are very good.

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

54. There has been a period of instability in the position of the leadership of the school in recent months, which was only secured just before the start of the inspection. Nevertheless, during these few months, the acting headteacher, now the headteacher, has provided the school with strong leadership and taken decisive action to improve the school's monitoring systems and update policies, representing an improvement since the last inspection. She has a good relationship with the staff, which is working in co-operation as a team to help move the school forward. Monitoring of standards of attainment and teaching in this time has progressed well. Co-ordinators complete formal evaluation schedules for planning lesson observations, but as yet the quality of these is insufficiently evaluative nor supportively critical. Several changes have taken place in subject responsibilities in recent weeks and this provides the school with a good opportunity for improving the quality of these evaluations. All co-ordinators have completed action plans of good quality to support the future development of their subjects.

55. Good work is carried out by the senior management team in analysing the school's national test results, tracking pupils' progress and identifying pupils who need extra support. As a result of these procedures, any pupil who is not making expected progress is targeted for extra support.

56. The school's administrative procedures are very good. Routines are well established. The administrative staff provide very good support for the school. Parents receive a friendly welcome. Day-to-day financial procedures are very good. The most recent very favourable Local Education Authority audit report indicated only two minor recommendations, subsequently attended to. The bursar has very good skills in producing a draft budget and alternative scenarios for the governing body to select from. She keeps the finance committee well informed with monthly statements of expenditure. Currently there is a large carry forward figure but this is destined for improvements to the school building and the site and plans for these improvements are well advanced.

57. The work of the governing body is sound but it is, nevertheless, being conscientiously led by its chair. It has developed an appropriate committee structure with terms of reference since it split two years ago with the junior school. It is very supportive of the school. The curriculum working party is becoming particularly effective and keeps itself well informed about curriculum developments. Some governors make informal visits to the school but the focus of these visits is not yet sufficiently well co-ordinated. The governing body fulfils almost all its statutory responsibilities but there are some minor omissions in the annual general meeting report for parents, such as reporting progress since the last inspection, and in the school's prospectus. The governing body meets sufficiently frequently to fulfil its business. The school's aims are mostly met but there is scope for improving pupils' spiritual and cultural development and nurturing independent learning.

58. The performance management arrangements have been implemented successfully. A good policy is in place and a coherent strategy to support its effective implementation has been agreed and resourced. Good monitoring of lessons in English and mathematics helps in this process and also in the formulation of the school development plan. For the most part this plan is good but it lacks precision in the way the success of the various initiatives is to be measured.

59. Staff meetings and senior management team meetings are frequent and minuted but sometimes descriptive of the meeting rather than recording key decisions reached. Additionally staff meet regularly

to plan the curriculum and ensure parity of experiences across year groups.

60. Considering the attainment on entry, the overall sound progress which pupils make, pupils good attitudes to work and sound personal development, the above average income per pupil accounted for by London costings, the school provides sound value for money. In comparison with the previous inspection report some improvements have been made and there are better systems in place to manage the school and to develop the curriculum.

61. Accommodation is satisfactory overall, with some strengths. A new classroom has been added since the time of the last report enabling all class sizes to be below thirty pupils. Classrooms are all generously proportioned with plenty of display area. They are well organised for different types of activity and with ready access to resources for pupils. The toilets have improved since the last inspection, and the whole school is kept clean and attractive. There is very limited outside play space, nearly all hard surface, but it is well equipped with benches, markings and an attractive, new gazebo which has been funded by the parents. There is very little grassed area for games. The library remains small and inadequate. The new information and communication technology suite is well equipped but seating provision is limited to small groups at a time. The youngest pupils lack covered outdoor play space but plans for this are well advanced, together with plans to enclose a courtyard to provide a new staff room enabling re-location of the library. The building allows disabled access throughout.

62. The school is adequately staffed with a balance of experience and expertise, except in music and art and design. The school recognises that it needs to ensure that all subjects are effectively led and the newly appointed headteacher has addressed this issue. Teaching assistants and Nursery nurses make a good contribution to lessons and to the maintenance of good order throughout the school. They have received effective training in their roles but need to supplement their skills with in-service training specifically designed to help pupils with English as an additional language. The procedures for inducting new staff into the school are very effective and they feel welcomed. They are well informed about the school's procedures. The schools' approach to staff development gives an appropriate emphasis to literacy and numeracy. The school is making a suitable investment in information and communication technology and recognises the need to improve staff skills in the teaching of this subject. Plans are well advanced for staff training in this subject. The school makes very good use of a local Beacon school for in-service training.

63. The school is very well resourced to support the learning of pupils with special educational needs. Many of the resources for teaching pupils with either special educational needs and English as an additional language have been made by staff themselves and are appropriately focused and of high quality. There is good resource provision for the teaching of English. In other subjects resources are generally satisfactory in range and amounts, although there is a lack of artefacts for history and geography and no outdoor climbing apparatus for the very youngest children. The very small size of the library inhibits pupils' independent learning and the development of their investigative and retrieval skills but there are plans to address this in the near future. There are at least two computers in every classroom and, combined with those in the new computer suite, provide adequate resources and facilitate the use of computers across the curriculum. Resources are in a good condition, updated regularly and are stored so that they are accessible to pupils and staff. The management of specific funding is used effectively for its designated purpose.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. The school has gone through a recent period of instability in relation to its management but the school has retained its focus during this time. Now that the situation has been resolved, and under its confirmed new leadership, the school should give attention to the following issues. In making these recommendations, it is acknowledged that the school is aware of the issue which has been asterisked\*.

- **Improve standards in art and design, design and technology and geography so that pupils make better progress in these subjects by:**
  - a) devoting more curriculum time to them;
  - b) providing in-service training for staff in these subjects.  
(Paras 6, 29, 30, 62, 96, 97, 98, 102, 105 )
- **Give attention to providing a better balance in the curriculum by:**
  - a) reviewing the timetables and the sequence of activities;
  - b) giving attention to curriculum time for art and design, design and technology and geography.  
(Paras 30, 62, 77 )
- **Plan the work in personal, social and health education coherently by:**
  - a) auditing the current provision and ensuring that there is more cohesion in the arrangements across the school;
  - b) ensuring that staff are trained in teaching this aspect;
  - c) agreeing a structure for the teaching of this aspect so that there is continuity across the Key Stage.  
(Paras 16, 29, 33, 40, 45 )
- **Improve the quality of provision for pupils who have English as an additional language by:**
  - a) training the personnel who teach the small groups;
  - b) consider the employment of a Korean bi-lingual speaker;
  - c) increasing the strategies which teachers and teaching assistants use in general classroom work to support pupils who are at an early stage of learning English.  
(Paras 26, 28, 62 )
- **Provide pupils with more opportunities to take their own decisions and to develop their independence by:**
  - a) giving pupils more opportunity to present their work in their own way;
  - b) relying much less on poor quality worksheets;
  - c) giving children in the Foundation Stage more opportunities to make their own choices and to determine the sequence of their activities and the time they spend at activities.  
(Paras 5, 9, 12, 14, 66, 92, 93, 96, 106 )



- **Audit and rationalise the arrangements and the ensuing disruption whereby individuals and groups of pupils are withdrawn from lessons for various purposes throughout the week by:**
  - a) assessing what they are missing in general class work;
  - b) considering the effect on class teachers and receive their views on these arrangements;
  - c) seeking to reduce the amount of disruption currently caused by these arrangements.  
(Paras 26, 31, 42, 110, 115 )
  
- **Improve the learning facilities for children in the Foundation Stage when they play and learn outdoors .\***  
  
(Paras 16, 61, 62, 63, 71 )

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	25

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	17	24	2	0	0
Percentage	0	9	36	51	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		209
Number of full-time pupils known to be eligible for free school meals		20

FTE means full-time equivalent.

#### **Special educational needs**

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		30

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	33

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	20

### *Attendance*

#### **Authorised absence**

	%
School data	4.96
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.47
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	01 [00]	39 [28]	32 [39]	71 [67]

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	30 [21]	35 [23]	36 [26]
	Girls	30 [33]	30 [36]	33 [34]
	Total	60 [54]	65 [59]	69 [60]
Percentage of pupils at NC level 2 or above	School	85 [81]	92 [88]	97 [90]
	National	84 [83]	86 [84]	91 [90]

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	30 [20]	35 [25]	33 [21]
	Girls	30 [31]	32 [32]	29 [32]
	Total	60 [51]	67 [57]	62 [53]
Percentage of pupils at NC level 2 or above	School	85 [76]	94 [85]	87 [89]
	National	85 [84]	89 [88]	89 [88]

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	109
Any other minority ethnic group	24

*This table refers to pupils of compulsory school age onl*

### *Teachers and classes*

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

Total number of qualified teachers (FT)	8.72
Number of pupils per qualified teacher	26.1
Average class size	30

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

Total number of education support staff	7
Total aggregate hours worked per week	155

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	3.0
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### *Exclusions in the last school year*

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

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

### *Financial information*

Financial year	00/01
	£
Total income	500,581
Total expenditure	489,710
Expenditure per pupil	2,344
Balance brought forward from previous year	41,930
Balance carried forward to next year	52,801

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

### **Questionnaire return rate**

Number of questionnaires sent out	185
Number of questionnaires returned	110

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	3	2	0
My child is making good progress in school.	62	33	3	0	3
Behaviour in the school is good.	58	38	1	0	4
My child gets the right amount of work to do at home.	45	51	4	0	0
The teaching is good.	67	32	0	0	1
I am kept well informed about how my child is getting on.	45	49	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	22	1	0	1
The school expects my child to work hard and achieve his or her best.	64	32	3	0	1
The school works closely with parents.	61	38	2	0	0
The school is well led and managed.	65	33	1	0	1
The school is helping my child become mature and responsible.	65	31	1	0	3
The school provides an interesting range of activities outside lessons.	19	34	22	5	20

## **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**

65. Children begin school in the September of the academic year in which they will become five and begin full-time in stages thereafter according to their date of birth and parental wishes, but all have an opportunity to do so by the following January. As the admission number is unusual, some children have to be educated in a Year 1 class to keep class sizes at reasonable levels. Careful arrangements are made for the pupils who are in the Year 1 class to ensure that they have similar experiences to other children in the Foundation Year and their work is carefully planned for them so that it meets their needs. On some afternoons they join the classes of the other Reception full-time children. The curriculum is planned well and according to the national guidance for the Foundation Stage. Assessment and recording of progress are very thorough enabling the staff to track the children's progress very carefully. The quality of teaching in the Foundation Stage is good in all respects. Overall, most children reach the expectations for children of Reception age in all areas of learning before the pupils begin Year 1. Some have already made a start to the National Curriculum in mathematical and English activities. Standards in the Foundation Stage are similar to those reported at the last inspection.

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

66. The children settle quickly into school and adapt to the school routines. They make sound progress in this aspect of their development. They can work both independently and alongside others but do not have enough opportunities to make choices of their own and to determine the length of time that they stay at an activity. Sometimes work is too directed and the children are not thinking enough for themselves. They learn to take turns and share equipment. They are learning to answer the teacher's questions politely and in an orderly way. They can manage most articles of their clothing when they dress and undress for physical education, although some have difficulty with tights and shoes. They learn to put their clothes tidily on the backs of chairs after changing for physical education. Opportunities to build large vehicles out of wood blocks stimulate their co-operative play and they play well together when the vehicle is finished. Occasionally a few squabble at the sand tray and do not share the playthings well.

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

67. The children are making good progress in this aspect of their development. The staff provide a good environment which demonstrates the value and purpose of writing and there are many labels and short sentences placed around the rooms. In the role-play areas, the children are able to practise their speaking skills by role-playing telephone calls in the travel agents or garage and make written notes on the pads provided. A small number of children have made a start to reading. The children are acquiring a good start in phonic knowledge and already know the sounds of several letters. They are beginning to blend some of the phonics and several know that 'i - t' makes 'it' and when a 's' is put in front they can read the word. The sounds of phonics is made fun and children enjoy putting actions to the sounds they learn. For example, they make the motion of the pistons with their arms when they repeat the sound 'ch'.

68. The children have good speaking skills. Many speak in sentences and can explain what they are doing and talk about events in their own lives. Most of the children can write their name and they practise 'writing' by making marks on paper as they write notes in their 'driving school'. Their listening skills are satisfactory but not as finely tuned as their speaking skills.

## **Mathematical development**

69. Pupils are making good progress in this aspect of their work. They are beginning to form their numbers correctly. Many of the children can count accurately to ten and some beyond. Several can count and give a number of objects accurately, but they sometimes double count because they do not put objects to one side when they have been counted. With help they can order a number line to fifteen as each child holds a number card in front of them but as yet several have to be reminded what their number card says and where they slot in to the order. They can sort objects by colour. Some can add one to a given number up to ten. Some can count backwards from ten to zero. They take part in mathematical games which helps them to count on. They understand the term digit and can recognise a two-digit number. Older Reception children have drawn block graphs of their birthday months and combine their work on shapes by making paintings of intersecting circles. They begin to become familiar with the 100 square to identify numbers and the pattern of numbers they can already recognise. They look at the displays of the pictures they have made of hot air balloons and count the number of balloons and the number of people they have drawn in different baskets.

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

70. The children learn about different forms of transport in their study of this theme such as hot air balloons, trains, vehicles and aeroplanes. They know that submarines operate under the sea. They use the computers to download information with help and learn to manipulate the mouse and select icons. When playing in the role-play area they learn about the function of a driving school and when they play outside they imagine they are on a journey to the airport. They learn to name parts of a car such as boot and bonnet. They learn about the features of day and night and draw contrasting sights for each. The children make sound progress.

## **Physical development**

71. Children make satisfactory progress in this aspect of their work. They learn to hold pencils and brushes with the correct grip. They have limited opportunities for climbing and rigorous play due to the fact that the outside play area is not yet well developed. In the hall they express themselves suitably in movement as one of the three bears and make some appropriate interpretations of the bears' movements, although rarely on all fours. They emulate the flight of aeroplanes and helicopters, helped by their teacher. They extend one arm into the air to emulate a tram. They make suitable use of space. Sometimes taped programmes for movement restrict opportunities for pupils' thinking. They work bare-footed enabling full development of their feet to push up, jump and land.

## **Creative development**

72. Pupils make satisfactory progress in this area of learning. The outside accommodation still limits to some extent the scope for the children's creative thinking. They weave baskets out of paper for their hot air balloons. They use a range of materials for their representations of forms of travel. They print with bobbins to combine patterns in their pictures. They make shape patterns such as intersecting circles and exploding squares. They design cars and use paper plates for wheels and boxes for seats and fix them with brass fasteners. They use a bradawl under supervision to make holes in thin card using a piece of playdough behind so that the desk is not marked. They evaluate their models very simply and some write 'I like the colour. I would change the wheels'. They begin to use the computer to draw pictures using different colours and thicknesses of line.



## ENGLISH

73. In the 2001 national tests for seven-year-olds, pupils' attainments in reading and writing were broadly in line with the national average. Most pupils attained the expected level in the reading and writing tasks at the end of Year 2 and a few pupils reached the higher level. Results were average when compared with similar schools, those judged to have comparative free school meal percentages. Current standards are largely appropriate for the pupils' ages and end of Year 2 results are expected to be fairly similar to those of the previous year. There has been a slight improvement in standards since the last inspection. A thorough analysis of data and subsequent targeting of specific aspects of English work have helped to address the difference in attainment which has been apparent between boys and girls in past years. Fluctuations in attainment within the past four years are partly due to a relatively high level of pupil mobility and an increasing number of pupils with English as an additional language attending the school.

74. Most pupils enter school confident, articulate and able to listen well. Many have had a good experience of books at home and a few are ready to begin the process of deciphering text. On entry a few can write their own name and can copy their teacher's own writing with reasonable letter formation. Effective teaching builds on these sound beginnings.

75. Pupils' attainment by age seven in speaking and listening is satisfactory. They listen intently at times to their teachers and to each other and make sensible contributions to discussions. However, at times pupils become very excited and many have not yet learned to take turns in discussion and to listen to what others are saying. They are happy to discuss their work with an adult and to explain what they are doing. Year 1 pupils listened to music from the 'Nutcracker Suite' and were able to discuss their thoughts. One pupil said it made her think of sparkling stars. Opportunities for role-play are restricted to children in the Foundation Stage, but drama provides a relevant part of work in English and a focus for developing speaking and listening skills. Pupils become engrossed in this work. One such Year 2 drama lesson focused on the proposed closure of a toy shop by 'the council'. The pupils were asked to become the toys and plan opposition to this move. Eventually the council relented and on hearing the news a girl, who had become so involved in the situation, said determinedly to the teacher, resting her hand on the teacher's lap, "I told you they wouldn't dare close down the shop". In another class younger pupils were able to act out the purchase of a train ticket with a partner, using appropriate language and making the scene seem realistic. There are planned lessons for discussion on the time-table but the focus in these discussions is often unclear and the lessons are not always well managed.

76. Standards in reading are satisfactory. A recently introduced phonics scheme has made a significant contribution to pupils' understanding of letters, blends and sounds, to their awareness of words and their ability to decipher them. All pupils enjoy these sessions and join in enthusiastically with sound and gesture. Most read with expression which is learned through the shared reading of big books, either in groups or as a class and in group reading sessions. Pupils enjoy reading but do not express a particular preference for either a favourite author or reading matter. They discuss stories and predict the outcome of events. They use their knowledge of phonics to tackle unknown words. Some pupils can locate words in a dictionary or information by using the index and contents page of books, but have no opportunity to learn about library retrieval systems. Good provision is made for pupils with special educational needs through group withdrawal arrangements and supported group work in class and, as a result, they make good progress in all aspects of the subject. The significant number of pupils with English as an additional language work with support staff and make satisfactory progress in English.

77. Standards in writing are satisfactory overall with good standards being achieved by those who are more capable. The recent focus on writing and in planning more specifically for higher achieving boys has had a positive effect on standards. All pupils make satisfactory progress. Pupils' awareness of the structure of words gained through the phonics scheme helps them to spell well and the introduction of a joined script in the Reception classes means that by the age of seven many pupils have a fluent, attractive handwriting style. Pupils have a sound knowledge of appropriate grammar and punctuation, which they use appropriately in their stories. However, because of the high percentage of time allocated to English in the overall curriculum plan, pupils sometimes spend much of the day in writing activities, sometimes at the expense of other subjects, for example when an extended writing period follows the literacy hour. Pupils write for different reasons, such as answering questions, recording events or in writing imaginative stories, but there are fewer examples of book reviews, poetry or plays or of pupils planning and reviewing their own work. Subjects are tackled in time slots. The literacy hour is rarely used to make links with work in other subjects, for example in history and geography, to record events and for skill development such as use of index, sequential notes and bullet points.

78. The quality of teaching is largely satisfactory across the school with some good and a little very good teaching. No unsatisfactory lessons were seen. Teachers have a good understanding of how to teach English, using both the phonics scheme and the structure of the literacy hour as the basis for their work. The similarity of the approach used by all staff means that pupils learn and make progress in a structured way. Teachers plan their lessons thoroughly, both for themselves and for support staff. Introductory and group activities in lessons relate to each other so that pupils' learning is continually reinforced. Activities are thoughtful and imaginative and are usually targeted at an appropriate level for pupils' different levels of prior attainment. Lessons are generally brisk, sometimes challenging and often fun when teachers share their enthusiasm with pupils. In only a few lessons is learning inhibited by slow pace, unchallenging content or by an acceptance of inappropriate behaviour. Pupils with special educational needs work to individual education plans, which are followed carefully and result in good focused teaching. There is currently no particular provision for the most able pupils because of organisational difficulties. Teachers keep very detailed up-to-date assessments of pupils' attainment in all aspects of the subject. They know and provide for their pupils well.

79. The management of English is good. The co-ordinator has visited all classes to monitor the teaching of particular aspects of the subject and keeps a written record of her observations. She scrutinises assessment and test data to identify areas of concern and plans for these in her annual action plan. She takes in samples of work each term, which helps her to get a grasp of standards. Analysis of scrutiny is shared with the senior management team so that all are aware of the current picture of strengths and areas for focus. These analyses are backed up by the headteacher sampling reading on a termly basis. A system of target-setting for individual pupils has recently been introduced but is still in its early stages. Despite having no background in English and having had the responsibility for only eighteen months, the co-ordinator has a very good grasp of her subject and has worked hard to improve standards. During her current period of absence on maternity leave, another member of staff has responsibility for the subject.

80. Resources for English are good. Resources for the literacy hour are particularly good and well arranged. There is a very good selection of big books for shared reading, fiction, non-fiction and a variety of reading scheme books, which are all updated regularly. The library is too small for the purpose but plans are afoot to improve the situation. Every class has a tape recorder for recording and listening to stories and at least two computers. Resources are clean and in good condition. They are easily accessible and well stored, both in shared areas and in classes.

81. Parents make a significant contribution to the pupils' learning in English. Pupils take home a

reading book every night and a book from the library weekly. The borrowing system is organised and monitored by the school but its smooth operation relies entirely on a roster of volunteer parents who come in to school every day to change books for every class. The parents also support the school well at book fairs, in the annual book week and when they paid for an author to spend a day in school.

## **MATHEMATICS**

82. The attainment of the oldest pupils in the 2001 national tests was in line with the national average at the expected level and slightly below the national average at the higher level. Over the past four years the school's results have been around the national averages. The difference in the achievement between boys and girls in favour of the boys for most of this time has been redressed of late.

83. The school has maintained standards reported at the last inspection and they are at the expected standard for pupils' ages. Most Year 2 pupils are expected to obtain the expected level by the end of the academic year and a few to exceed it. Boys and girls, including pupils with English as an additional language are achieving soundly. Pupils with special educational needs make good progress as a result of the very good support they receive and the advice given by the special needs teacher.

84. Most Year 1 pupils can count to 20 and some to 30, they know their number bonds to 10 and can add and subtract within this range. Mentally most pupils are able to make a number sentence using addition and subtraction processes to 10 and then record this in their books. Some pupils can add three numbers and correctly reach an answer that is 20 or more. Some pupils know the order and place value of numbers up to 100. Most pupils can recognise and name simple two-dimensional shapes and understand basic symmetry.

85. Most Year 2 pupils can add two-digit numbers together to make a total of less than a 100. They can recognise odd and even numbers and can double and halve numbers up to 20. They can measure simple lengths in centimetres, and weight in kilograms. Many have started to tell the time. They can name simple shapes and give some of their properties. They can identify coins and calculate simple money sums. Some pupils can add two sets of two-digit numbers and order numbers from the smallest to the biggest. Most are able to write and calculate an addition sum using two digits with answers up to 100. In one Year 2 lesson observed pupils did well in understanding direction, turns and the use of co-ordinates to locate positions on a grid. Throughout the Key Stage, pupils use the correct mathematical language when dealing with number problems.

86. The national numeracy strategy has been satisfactorily implemented and all teaching staff have received training. Numeracy lessons are well structured and include mental mathematics, skill development and an opportunity to reflect on what has been learned. The use of information and communication technology to support the subject is good, greatly enhancing their learning and progress. Many know how to program and work a toy robot to move in different directions on a grid displaying co-ordinates. Satisfactory use is made of mathematics across the curriculum.

87. The quality of teaching and learning in mathematics is good overall, representing an improvement since the previous inspection. Nearly two-thirds of lessons observed were good or better. Just over one quarter of lessons were very good. One unsatisfactory lesson was seen. Where teaching is good, the mental sessions are lively, have good pace and all pupils participate fully. In the best lessons the teachers have a clear idea of their objectives and set realistic, achievable and

challenging targets. They use the correct mathematical language, give clear instructions and explanations and then set appropriately challenging work for the different ability groups within the class. Where the teaching was unsatisfactory it was due to a lack of rigour, slow pace and insufficient mathematical content. Pupils enjoy their mathematics.

88. There is a satisfactory range of modern resources that are used well. Planning of lessons is good and the teachers have adopted an extensive system of assessment, tracking and targeting of pupils' progress. There has been a good level of monitoring of teaching in the subject by the co-ordinator and the headteacher and this has had a positive impact on standards. Pupils experience full coverage of the mathematics Programmes of Study with a good emphasis on the understanding of number and mental calculations. The subject is well led by an enthusiastic and experienced co-ordinator.

## **SCIENCE**

89. Results in the 2001 national tests were an improvement on the previous year and were broadly in line with the national percentage of pupils who obtained the expected level. The proportion of pupils who gained the higher level was about the national average. Despite this, pupils' skills in science investigations were below average. Current standards of knowledge are mainly at expected levels. A few pupils are in line to reach the higher level. Standards are similar to those reported previously.

90. By the end of Key Stage 1 pupils can name the major external parts of the body. They know about sources of light. They understand that some objects are magnetic and others non-magnetic. They know that objects are made from different materials and that different materials have different properties. They test out objects to determine those which change their shape when force is applied to them and those which return to their original shape when the force is released. They can create a simple electric circuit using battery, buzzers, bulbs and wires and notice the effect on the bulbs when a second bulb is introduced to the circuit. They know that some things are living and others non-living.

91. Pupils are interested in their science work and enjoy experimentation. They work co-operatively with one another and share equipment amicably. They discuss ideas and their thinking sensibly. They listen carefully to instructions from their teachers and behave well in lessons.

92. The quality of teaching observed was satisfactory in the main. Teachers have good relationships with the pupils and manage them well. They prepare resources well for the activities so that time is used effectively. However, too much use is made of worksheets when pupils record what they have been doing. The worksheets are often of poor quality and not very demanding of pupils' efforts. For example, one such worksheet merely asked pupils to put a circle round pictures of objects which made a sound. Another gave the pupils a list of sound words and merely required pupils to put these under one of three categories, 'voice', 'machine' or 'animal' sounds. The work demanded little of pupils' intelligence.

93. Pupils overall are not being given enough in-depth opportunity to investigate practically and to think through the scientific process. They do not make enough reasoned predictions before they experiment. The quality of pupils' recorded work is unsatisfactory, a result of the overuse of worksheets. They are not being allowed to think enough for themselves.

94. There has been a recent change in the co-ordinator of the subject and the new co-ordinator has plans to improve the quality of work in the subject. Resources are satisfactory.

## **ART AND DESIGN**

95. Standards in art and design remain below the expected standard, similar to the time of the last inspection. Judgements are based on a scrutiny of pupils' work both past and present, work on display, three classroom observations and the policy and scheme of work.

96. Pupils draw within topics for illustrative purposes. They use pencil, crayon, felt pen and occasionally pastels. There is occasional evidence of good drawing in a display of portraits in a Reception/Year 1 class. During the inspection the younger children in two different classes made close observational drawings of either a bicycle or a scooter and, while the results were pleasing, the children were offered no choice of paper quality or size or of the recording medium. Sketch books are used for assessment purposes and are completed each term but the quality of drawing in them is only satisfactory and shows little progression across the year groups. Larger pictures for topic or wall displays are clearly teacher initiated and led, with pupils' work limited to small parts, for example in the fireworks display in a Year 2 class and in the displays of work illustrating religious themes. Pupils do not have enough opportunity to experiment with materials, tools or techniques by having a go themselves. Nor do they learn to make choices, to get out and clear away equipment and to care for it correctly. There is some evidence that pupils print and paint but little to show that they acquire skills progressively throughout the school, or that they have covered work across the Programmes of Study.

97. Not enough time is allocated to art and design for the subject to be covered adequately. The curriculum plan and policies link art and design and technology and offer each subject an average of only half an hour each week.

98. Teaching is unsatisfactory in art and design and pupils make limited progress across the key stage. This is largely due to a lack of opportunity to investigate, experiment, to develop their own ideas and build on their previous work. Lessons are over structured and too concerned with producing an immediate end result and consequently work is rarely of notable quality.

99. Pupils enjoy their work, are happy to talk about what they are doing and concentrate well in lessons. Younger children are excited when they mix red and yellow to make orange and older pupil enjoy the activity of colouring Mendhi patterns.

100. There is a recently updated and good policy for the subject which incorporates design and technology and caters for the whole school from the Foundation Stage to Year 2 and focuses on skills but its influence has yet to be seen in pupils' work.

101. The co-ordinator has held the responsibility for some time and has recently attended a refresher course, but has not yet had the chance to disseminate the work to colleagues or to monitor the teaching of the subject in classes. The subject is resourced satisfactorily. Some materials are stored centrally and some in class. All are clearly organised and accessible. There is currently no record of pupils' skills in the subject.

## **DESIGN AND TECHNOLOGY**

102. Standards in design and technology remain below expected standards in the subject as they were at the time of the last inspection. This is due in part to the limited time given to the subject which has shared time-table time with art and design. A little teaching in the subject could be observed during the inspection and the quality of this was generally satisfactory. Pupils, however, are not thinking enough for themselves in the subject. For example, all designs are of a very similar kind and pupils are not sketching a design at the planning stage to arouse their thinking. In other work they sometimes show elements of design in more artistic form as they provide a textured coat for their drawings of teddy. Pupils have occasional experience of food technology using a mobile oven.

103. Progress in the different elements of the subject is unsatisfactory overall and there is little difference in standards of work across the school. Cars being made in a mixed Year 1-2 class were generally of limited quality and very similar. All pupils were using prepared, cardboard wheels and using play dough to prevent the wheels from falling off but no thought was being given to the wheels chafing on the car body for example by the insertion of plastic tubing along the axle. Some had stuck straws on to the bottom of the chassis to put the axle through. Little thought had been given to the body of the car and the chassis did not have a boot or bonnet. Pupils nevertheless were working with enthusiasm and interest and showed much pride in what they were doing. They shared glue and other provided materials sensibly and demonstrated good levels of concentration. Their skills are elementary overall and the quality of their work is below expectations for their age. The co-ordinator gives sound leadership in the subject and is trying to improve standards in the subjects. She has recently been on a course but has not yet had time to disseminate ideas to other staff. Resources for the subject are satisfactory overall.

## **HUMANITIES**

104. Both geography and history are taught as humanities. Because of the nature of the timetable only one lesson of history and no geography was observed during the week of the inspection. It is not, therefore, possible to judge the quality of teaching and learning in these subjects. The one lesson seen was satisfactory. Other judgements are based upon work in pupils' books, displays, teachers' planning and discussions with pupils and teachers.

105. Standards achieved by the pupils in history when they leave the school at age 7 reach expected levels, similar to the last inspection. Standards in geography are below expectations and less good than at the previous inspection. This is because insufficient teaching time is allocated to the subject and is insufficient to cover adequately and to a sufficient depth the National Curriculum Programmes of Study in geography. The sequencing of the humanities themes means that there are long periods of time when either one of the two subjects is not studied for over two terms.

106. In history pupils develop their knowledge and understanding of the lives of people in the past and acquire a sense of time. For example, they look at clothes worn and toys used from the past; examine old photographs; visit places and examine artefacts of local historical importance such as houses, churches and household objects from long ago. All pupils make sound progress in history. Year 1 pupils study and compare schools of today with those of years ago. Year 2 pupils study famous people such as Florence Nightingale and hospitals of the 1850s and compare past and present. They become familiar with the Gun-Powder Plot and Guy Fawkes. In geography pupils study maps and their immediate environment, the weather and seasons, with some studies of contrasting locations in Britain and overseas. They look at maps of the school and classroom. Year 2 pupils get some idea

about the concept of an island and the characteristics of seaside places together with work about Korea. Pupils do not have enough opportunities in either subject to undertake simple research to enable them to write at greater length in their work.

107. The school uses professionally produced schemes and adapts them to local needs. Both subjects make a good contribution to the pupils' social and cultural development by extending their knowledge of Britain and the world both in the past and present. The level of resources is satisfactory and they are well used.

108. Good use is made of visits to a local museum and places of historical interest such as Hampton Court, Ham House and Windsor Castle. Visitors who have lived through the events of the recent past regularly come into school to share their experiences. As yet little use is made of the local museums and the service they offer to loan historical objects. Teachers' planning and the pupils' work have been well monitored by the co-ordinator and the subjects are led by an experienced and keen co-ordinator.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. Standards in information and communication technology are improving under the direction of the newly appointed and enthusiastic subject co-ordinator who has good skills in the subject. A new suite of six computers has been installed and classrooms have been provided with good quality computers, all of which are contributing to the improving standards, which are anticipated to be at expected levels by the end of the current Year 2. The use of computers and the range of resources have improved on the previous inspection but standards have not yet improved significantly on those previously reported but are in line with expectations. Technology is not seen in a narrow field, however, confined to computers, and there is a good awareness that technology is all around. Pupils are made aware of robotic devices, which can be programmed and the use of recording machines. Pupils learn to make their own simple recordings and to use play-back machines to listen to story tapes. Pupils are beginning to understand word-processing and can use the delete button and back space to delete letters and then replace them. They manage the arrow keys successfully to get around the screen. They can use a menu to obtain information when using encyclopaedia programs to find information about transport, for example and listen to the commentary through headphones. Some know how to save their work. Most know how to use the shift key to obtain a capital letter. They are making progress in using different fonts and colours and know how to write in bold, underline or to obtain italic script.

110. The quality of teaching is satisfactory. Evidence both seen and reported indicates that teachers' confidence has increased and teachers are more confident in demonstrating skills and specific programs to pupils. Pupils have whole class lessons in some classes but, without a large screen, the demonstrations are not as effective as they might be and some pupils cannot see the demonstrations clearly, particularly when they are seated at awkward angles to the screen. The computer suite has both positive and negative features. It is well equipped and the machines are of good quality but its size limits the number of pupils which can be accommodated at any one time. The teaching observed in the suite, some of which is provided by teaching assistants, was satisfactory but pupils are having to be withdrawn from class in small groups and this can cause disruption to other learning and organisational problems for teachers. Whilst an attempt is made to provide appropriately challenging work in the suite, the challenge for some is too great.

For example, pupils who were researching on the theme of transport were selecting their own information but quickly flitting for one image to another. This was because the language was too adult for them to understand. For example, when they turned to the aeroplanes icon they were being informed about compressed air and about technical terms which were far beyond their level of understanding. Other material was very appropriate for the pupils who were not such good readers, the text was in large print and the language suitable for their understanding.

111. Computers are beginning to be used effectively across the curriculum again demonstrating teachers' growing confidence in their use, for example in mathematics. The work selected is closely linked to the theme being studied. Some pupils in the Year R/1 class, for example, were using balance scales and determining which objects were heavier. They then followed this up by trying to solve some problems on the computer. The images showed examples of loaded scales and pupils had to decide which side was heavier. However the language of the program was rather confusing because it asked which was 'the heaviest' when only referring to two objects.

112. Overall, the picture is one of improving standards, greater use of computers and associated equipment and pupils enjoying their use. Year 2 pupils, for example, thoroughly enjoyed a robotic toy called 'Pixie' and programming its journey on a labelled grid set out with co-ordinates which the pupils found to be fun. Pupils show much interest and good concentration when working with information and communication technology and are making sound progress.

## MUSIC

113. Standards in music are satisfactory and, by age seven, pupils' attainment is appropriate. Year 2 pupils learn about high and low notes and understand the term 'pitch'. They are able to write a pattern of a few notes labelled high, medium and low and to play the sequence to the class on chime bars. They listen intently and can identify the pitch of the first and last note in any sequence. They sing pleasantly. Younger pupils are familiar with untuned percussion instruments and their properties and can select an appropriate instrument to make a particular sound, for example loud, high or knocking. They are learning to use correct musical terminology. Pupils listen to music and are able to describe their feelings or describe the pictures the music suggests to them after they have listened. They are encouraged to listen carefully to the music that is usually played as they come into and leave assembly. Pupils of all abilities enjoy their music and join in with enthusiasm. Provision and standards are similar to those reported previously.

114. The quality of teaching is largely satisfactory. Nationally produced schemes are used as the basis for planning lessons and these help to ensure that pupils make satisfactory progress throughout the school. In the better lessons teachers have clear objectives, plan activities that are interesting and challenging and ensure that the lesson moves at a good pace. In those which do not reach the same standard of competence, teachers are unclear about what they want to achieve and activities are inappropriate. In these lessons pupils become restless and their learning and progress are adversely affected.

115. Peripatetic music teachers visit the school weekly to teach violin to three pupils and the recorder to about a dozen. Violin tuition takes place before school but pupils learning the recorder are withdrawn from class for a short time for their lesson.

116. In the absence of a co-ordinator, the headteacher has responsibility for the subject. She has introduced a national scheme of work and has involved the support of parents when needed. She has



developed a termly plan for the music played in assembly and has organised a concert for the past two years when pupils play and sing for their parents. There is currently no assessment in the subject nor have strategies to monitor the quality of teaching been put in place.

117. Music is well resourced. There is a good variety of both tuned and untuned percussion in good condition. Instruments are held centrally and are accessible to all classes.

## **PHYSICAL EDUCATION**

118. Standards reported at the last inspection have been maintained and are at the expected level for pupils aged seven. Pupils experience a range of activities in line with National Curriculum guidance. In gymnastics, movement, dance and games lessons pupils make good progress in skill development and co-operation in group and team effort.

119. In movement and dance lessons pupils learn to move around the hall with increasing control, balance, co-ordination and poise. Many pupils are agile and well co-ordinated. They use the large physical education equipment in the hall in gymnastics sessions to good effect to develop their agility.

120. They are aware of the need for a correct warm-up and the effect physical exercise has on their bodies. The pupils are beginning to evaluate each other's performances and reflect how they can improve on their own. In dance they are beginning to be able to move sensitively and with expression to the mood of the music and put together sequences as the music changes. All pupils work well together in pairs or small groups and thoroughly enjoy their lessons.

121. Teaching is satisfactory overall. Three lessons were observed of which one was good. In the best lesson pupils were given crisp, clear instructions. Effective demonstrations gave the pupils a clear indication of what was expected. They then had the opportunity to practise, refine and improve the skills being taught. None of the teachers observed, however, provided a good role model by changing for physical education lessons but all pupils changed into suitable clothing.

122. Country dancing is provided as an extra-curricular activity in the spring and summer terms and this is well attended. The school does not hold an annual sports day due to lack of facilities but Year 2 pupils attend the Junior School Sports Day where they take part. There is a satisfactory level of resources and equipment that is regularly maintained and well used. The co-ordinator is experienced, keen and leads the subject well.